Catalogue, 1918-1919
Announcements, 1919-1920

1923

The University of Chattanooga

Chattanooga and Athens
Tennessee

CATALOGUE, 1918-1919
ANNOUNCEMENTS, 1919-1920

THE UNIVERSITY OF CHATTANOOGA

CHATTANOOGA AND ATHENS
TENNESSEE

TRUSTEES

For Term Expiring June, 1919

William Banfield, Esq. ..... Follansbee, W. Va.
Mrs. John A. Patten ..... Chattanooga
Bishop F. M. Bristol, D.D., LL.D. ..... Chattanooga
Z. C. Patten, Jr., Esq. ..... Chattanooga
John W. Bayless, Esq. ..... Athens
Herman Ferger, Esq. ..... Chattanooga
John H. Race, D.D., LL.D. ..... Cincinnati, O.
Z. W. Wheland, Esq. ..... Chattanooga
J. T. Lupton, Esq. ..... Chattanooga
George L. Hardwick, Esq. ..... Cleveland

For Term Expiring June, 1920

Bishop Thomas Nicholson, D.D., LL.D. ..... Chicago, Ill.
Morrow Chamberlain, Esq. ..... Chattanooga
Hon. M. M. Allison ..... Chattanooga
J. A. Grigsby, Esq. ..... White Horn
Hon. T. C. Thompson, LL. D. ..... Chattanooga
Hon. H. Clay Evans, LL.D. ..... Chattanooga
C. H. Huston, Esq. ..... Chattanooga
John S. Fletcher, Esq. ..... Chattanooga
Hon. J. A. Fowler, LL.D. ..... Chattanooga
Fred W. Hixson, D.D., LL.D. ..... Chattanooga

For Term Expiring June, 1921

J. D. Walsh, D.D. ..... Chattanooga
Rev. W. K. Harris ..... Knoxville
J. W. Fisher, Esq. ..... Newport
Bishop T. S. Henderson, D.D., LL.D. ..... Detroit, Mich.
*Francis Martin, LL.D. ..... Chattanooga
W. E. Brock, Esq. ..... Chattanooga
H. S. Probasco, Esq. ..... Chattanooga
C. N. Woodworth, Esq. ..... Chattanooga
George F. Lockmiller, Esq. ..... Athens
B. M. Martin, D.D. ..... Athens

*Deceased.

OFFICERS OF THE BOARD

T. S. Henderson ..... President
C. H. Huston ..... Vice-President
J. A. Fowler ..... Second Vice-President
H. Ferger ..... Secretary
Z. W. Wheland ..... Treasurer

EXECUTIVE COMMITTEE

C. H. Huston, *Chairman.*

*Francis Martin
T. S. Henderson
W. E. Brock
J. W. Bayless
Z. W. Wheland
F. M. Bristol
M. Chamberlain
F. W. Hixson, *Secretary.*

TRUSTEES, ENDOWMENT FUND

*Francis Martin ..... Term Expires 1919
Z. W. Wheland ..... Term Expires 1920
W. E. Brock ..... Term Expires 1921

*Deceased.

Calendar 1919

September

S	M	T	W	T	F	S
...	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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October

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November

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December

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Calendar 1920

January

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February

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March

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April

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May

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June

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July

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August

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September

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October

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November

S	M	T	W	T	F	S
...	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	...	...	...	...
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December

S	M	T	W	T	F	S
...	...	...	1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	...
...	...	...	...	...	...	...

COLLEGE CALENDAR—1919-1920

1919—September 5, 6, 8, Friday, Saturday, and Monday, Entrance Examinations.

September 8, 9, Monday and Tuesday, Matriculation.

September 9, Tuesday, 10 a.m., Matriculation Address, Patten Chapel.

September 10, Wednesday, 8 a.m., class sessions begin.

September 13, Saturday, 7:30 p.m., reception to new students by Y. M. C. A. and Y. W. C. A.

September 19, Friday, 7:30 p.m., Try-outs for "Cap and Bells" play, Kappa Chi Hall.

September 27, Saturday, Mountain Day.

October 18, Saturday, end of first Quiz Period.

October 20, Monday, 8 p.m., Sophomore Party, Gymnasium.

November 22, Saturday, end of second Quiz Period.

November 26, Wednesday, 12 m., to December 1, Monday, 12 m., Thanksgiving Recess.

December 12, Friday, Play presented by "Cap and Bells."

December 20, Saturday, end of third Quiz Period.

December 20, Saturday, 12 m., Christmas recess begins.

1920—January 5, Monday, 8 a.m., class sessions resumed.

January 9, Friday, 7:30 p.m., Try-outs for "Cap and Bells" play, Kappa Chi Hall.

January 16, Friday, 8 p.m., Freshman Party, Gymnasium.

January 26, Monday, 8 a.m., Mid-Year Examinations begin.

January 31, Saturday, 12 m., Mid-Year Examinations end.

February 2, Monday, Registration.

February 3, Tuesday, 8 a.m., Class sessions resumed.

February 5, Thursday, Day of Prayer for Colleges.

February 16, Monday, last day to hand in orations for Patten Contest.

February 28, Saturday, end of first Quiz Period.

March 1, Monday, 10 a.m., Patten Contest in Oratory, Patten Chapel.

March 25, Thursday, to March 27, Saturday (inclusive), Junior Festivities.

March 27, Saturday, Play presented by "Cap and Bells."

April 3, Saturday, end of second Quiz Period.

May 1, Saturday, May Fete.

May 4, Tuesday, 10 a.m., Chattanooga Savings Bank Contest in Debate, Patten Chapel

May 8, Saturday, end of third Quiz Period.

May 14, Friday, 8 p.m., Intercollegiate Debate, Patten Chapel.

May 21, Friday, 8 p.m., Senior Farewell Party.

May 29, Saturday, Class Day.

May 30, Sunday, 10:30 a.m., Baccalaureate Sermon, Patten Chapel.

May 31, Monday, Annual Meeting of Board of Trustees; Commencement Exercises.

June 1, Tuesday, to June 5, Saturday, Final Examinations.

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THE COLLEGE

CHATTANOOGA
TENNESSEE

THE FACULTY

FRED WHITLO HIXSON, D. D., LL.D.

PRESIDENT

Lecturer on Theistic and Christian Evidences on the Danforth Foundation

A. B., De Pauw University, 1899; D.D., *ibid.*, 1913; LL.D., Dickinson College, 1918; President, University of Chattanooga, since April, 1914.

THOMAS HENRY BILLINGS, Ph. D.

DEAN

Professor of Greek and Latin

A. M., Queen's University, Kingston, 1902; Testamur in Theology, Wesleyan Theological College, Montreal, 1909; Ph. D., University of Chicago, 1915; Tutor in Latin, Queen's University, 1901-1903; Tutor, Wesleyan Theological College, 1903-1905; Tutor and Lecturer in Classics, McGill University, 1905-1907; Lecturer in Classics, Wesley College, University of Manitoba, 1910-1916; Professor of Greek and Latin, University of Chattanooga since 1916; Dean since 1918.

WILLIAM WESLEY HOOPER, A. M., D. D.

Professor of Philosophy and Education

A. B. and A. M., Ohio Wesleyan University; Professor of Physics and Chemistry, Chattanooga University, 1886-1893; Professor of Philosophy, University of Chattanooga, 1893-1904; Professor of Ethics and Economics, University of Chattanooga, 1904-1910; present chair since 1910; Dean, 1904-1918.

FRANK FINLEY HOOPER, A. M.

REGISTRAR

Professor of Mathematics

A. B., University of Chattanooga, 1897; A. M., University of Wisconsin, 1910; graduate work, Cornell University; Professor of Mathematics, Pritchett College, Mo.; Assistant in Mathematics, University of Wisconsin; present position since 1904.

Carlos Everett Conant, Ph. D.

SECRETARY OF THE FACULTY

Professor of Modern Languages

A. B., Lawrence College, 1892; A. M., *ibid.*, 1899; Ph. D., University of Chicago, 1911; graduate student, University of Minnesota, 1892-1893; University of Leipzig, 1907; University of Chicago, 1910-1911; present position, since 1908.

*John Storrs Fletcher, B. S., LL. B.

Associate Professor of History and Politics

B. S., Dartmouth College, 1904; LL.B., University of Chattanooga, 1906; Member of the Bars of the Supreme Courts of Tennessee and Alabama, of the United States District and Circuit Courts of Tennessee; Member of Tennessee and American Bar Associations; present position since 1904.

**Mildred Hart, A. B.

Associate Professor of Modern Languages

A. B., University of Chattanooga, 1908; University of Munich, 1908-1909; Sorbonne, 1909-1910; present position since 1910.

James Ernest Abshire, A. M.

Professor of History and Social Sciences

A. B., Roanoke College, 1910; A. M., Princeton University, 1911; Assistant Professor of History, Agricultural and Mechanical College of Texas, 1913-1915; graduate student, Princeton University, 1915-1916; present position since 1916.

Lynn Harold Harris, Ph. D.

Professor of English

A. B., Dickinson College, 1906; Boston University School of Theology, 1906-1907; A. M. (Philosophy), Boston University, 1909; A. M., Yale University, 1910; Ph. D., Yale University, 1914; Instructor in English, Northwestern University, 1912-1913; Interim head of department, Hamline University, 1913-1914; Instructor in English, University of Illinois, 1914-1917; present position since 1917.

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*Absent on leave, first semester, 1918-1919.

**Absent on leave.

EVELYN HARING, A.M.

Instructor in Science and Physical Education

A. B., Barnard College, 1916; A. M., Columbia University, 1917; present position since 1917.

JOHN WILLIAM EDWARDS, A. M.

Professor of Chemistry

B. S., Ohio Wesleyan University, 1895; A. M., Tufts College, 1897; Assistant in Chemistry, Tufts College, 1896-1897; Instructor, Ohio Wesleyan University, 1898; Professor of Chemistry, Iowa Wesleyan College, 1898-1918; present position since 1918.

MALCOLM KING HOOKE, A. B.

Acting Associate Professor of Modern Languages

A. B., University of Chattanooga, 1918; present position since 1918.

NITA MARIE TANSEY, A. B.

ACTING LIBRARIAN

Instructor in Latin

A. B., University of Chattanooga, 1918; present position since 1918.

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Professor of Physics

STANDING COMMITTEES OF THE FACULTY

1. Advanced Standing—F. F. Hooper, L. H. Harris, W. W. Hooper.
2. Athletics—F. F. Hooper, M. K. Hooke, J. E. Abshire.
3. Degrees—W. W. Hooper, C. E. Conant, T. H. Billings.
4. Discipline—T. H. Billings, W. W. Hooper, E. Haring.
5. Freshman Advisory—J. W. Edwards, C. E. Conant, E. Haring.
6. Laboratories—J. W. Edwards, E. Haring.
7. Library—M. K. Hooke, J. E. Abshire, L. H. Harris.
8. Matriculation and Examination—C. E. Conant, F. F. Hooper, J. E. Abshire.
9. Publications—F. F. Hooper, L. H. Harris, C. E. Conant.
10. Social and Literary Events—T. H. Billings, J. E. Abshire, E. Haring.
11. Student Organizations—L. H. Harris, C. E. Conant, M. K. Hooke.
12. Terms of Admission, Curriculum, Electives—W. W. Hooper, T. H. Billings, C. E. Conant.

GENERAL INFORMATION

HISTORY

The University of Chattanooga is the successor of two older institutions: East Tennessee Wesleyan University, established at Athens, Tennessee, in 1866, and Chattanooga University, established in Chattanooga in 1886. Both these institutions being under the auspices of the Methodist Episcopal Church, and only fifty miles apart, in the natural course of events, a consolidation was effected. A complete reorganization took place in 1903. Under date of November 6th in that year, the State of Tennessee chartered the institution of the present name, with authority vested in a self-perpetuating Board of Trustees. The college opened under this grant of power in September, 1904. The departments at Athens, after a like complete reorganization, retained relationship as a preparatory and normal school of high standards. Although in no narrow sense denominational, the college is, in all that the words imply, a Christian college. Non-sectarian in its government, its faculty, and its clientele, it is none the less firmly committed to the belief that only through allegiance to the principles of Christian education can the highest ideals be attained.

Since the reorganization, the institution has experienced a notable increase in its plant and endowment. In 1906, $200,000 was raised for endowment. In 1912, $500,000 was raised, of which $300,000 was added to endowment and $200,000 expended for buildings and equipment. The present assets amount to $1,172,338.

LOCATION

The college is peculiarly fortunate in its location. Within the district directly contributory to the city, amply provided with railway facilities, are more than a million people. This territory, of which Chattanooga is the natural metropolis, is one of the

wealthiest in the South. On the basis of its quotas for the recent Liberty Loans, Hamilton County alone contains one-tenth of one per cent. of the total wealth of the country. This prosperity is due to the signal commercial rise and development of the section, a development as substantial as it has been rapid, and steadily continuing. The growth of the city, with its constant throwing out and subsequent absorption of new suburbs, may serve as an index of the general expansion. In 1900 the population of the city and environs was estimated at 65,000. The present population of Greater Chattanooga is estimated at 110,000.

In addition to its manufacturing and other business activities, Chattanooga enjoys also unusual advantages of climate, scenery, and historic interest. The mildness of the winters offers much attraction to those who would escape the rigors of the North. In summer the outlying heights afford a place of most comfortable residence. The valley in which the city lies is almost wholly encircled by imposing mountains, and through it winds the Tennessee River, which near the city sweeps into the graceful and justly celebrated Moccasin Bend. To those mountains a marked historic significance attaches by reason of their having been the scene of a number of the major operations of the Civil War, among them the battles of Lookout Mountain and Missionary Ridge. Thousands of tourists are annually attracted here.

Naturally a city of Chattanooga's size offers decided benefits of a cultural nature. There is a group of secondary schools, both public and private, of great excellence. Opportunities abound for hearing the leading preachers, lecturers, publicists, and musicians* of the day. Students are constantly brought in contact with the best in our modern life. The atmosphere is stimulating, wholesome, and typically American.

The campus of the college is situated in one of the best residential portions of the city, within easy reach, by the electric carlines passing through it, of all the points of interest, and so elevated as to command a comprehensive view of the city and its environs.

GROUNDS AND BUILDINGS

The college campus comprises thirteen acres. The buildings at present completed number seven, all in complete architectural harmony. A number of other buildings, planned by the same architect, are projected, and will be erected as soon as the necessary funds can be secured. The plant of the college, already one of the best in the South, will be unexcelled in the country when the proposed additions are made.

The Administration and Library Building is the first of of a group of Collegiate Gothic buildings erected on the south campus. It is approached by a private parkway connecting McCallie Avenue and Oak Street. The first floor provides a complete series of administrative offices. The second floor affords housing for the library, with a commodious, well-lighted reading room, a reference room, an office, and a stack room. The library contains 8,300 bound volumes and about 3,000 pamphlets.

University Hall, connected by a cloister with the Administration Building, is a handsome structure recently completed. The basement provides an attractive, well lighted recreation room and lavatories. The first floor is occupied by lecture rooms and professors' offices. The second floor contains two complete suites of three rooms each for the women's Societies, anl also the newly equipped museum.

Through the generosity of its founder, Mr. P. C. Wilson, of this city, the "Chattanooga Museum" was transferred to the college in April, 1914. The museum contains many curios from Japan, China, and other foreign countries; Civil War and Indian relics; minerals, shells, corals, stuffed birds and animals; biological and geological charts; and many other articles of value and interest. Capt. J. B. Nicklin, of this city, has also placed on exhibition with the museum his large private collection of Indian and Civil War relics, and Professor C. E. Conant has added his Philippine collection.

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*Attention is especially called to the concerts and recitals offered by the Chattanooga Music Club.

The Laboratory Building, located on the northwest corner of the campus, is a substantial brick and stone structure, three stories in height, not including basement; it is fitted for both electricity and gas, and possesses all modern sanitary equipment. The structure is practically fireproof. It contains the biological, chemical, physical, and psychological laboratories, and also the geological and mineralogical specimens.

Science Hall, now under roof, is a replica in exterior of University Hall. It is 150x50 feet, two stories high. A corridor running through its full length connects Middle Tower with the cloister leading to Patten Chapel. The first floor will house the Physics and Biology departments. The Physics department will be provided with a professor's office, a light and a dark laboratory, a general laboratory, an apparatus room, and a lecture room. The Biology department will have a professor's office, a large laboratory with north light, an apparatus room, and a lecture room. The second floor will house the department of Chemistry, with a library, a professor's office, a professor's private laboratory, a balance room, a first year laboratory, a laboratory for advanced students, a qualitative and quantitative laboratory, and a very large departmental lecture room. This floor will provide also two literary society suites.

The John A. Patten Memorial Chapel, the gift of Mrs. John A. Patten and members of her family, will be ready for dedication at the opening of the college year. It is connected by cloister with Science Hall. In the dignity of its lines and the elegance of its appointments, it will be one of the most beautiful college chapels in the South. The transepts accommodate the student Y. M. C. A. and Y. W. C. A. The Tower, which carries its full size to a height of more than eighty feet, is one of the striking and most prominent features of the skyline of the city. The interior walls are of purplish gray, sandface brick, with stone trimmings. The floors of the chancel and aisles are of pottery tile. An organ of adequate capacity will be installed. The furniture is consonant with the Gothic lines of the building. The fifteen stained

glass windows portray a wide range of Biblical subjects and ecclesiastical symbolism.

The Gymnasium, 105x95 feet, affords ample facilities for women as well as for men. It contains offices, rooms for visiting teams, two lecture halls, a hand-ball court, a kitchen, showers, lockers, one of the fastest basket-ball floors anywhere to be found, and balconies to accommodate spectators. The gymnasium is fully stocked with the usual apparatus.

The President's House, the gift of the citizens of Chattanooga, is a well planned structure in the Dutch Colonial style, situated on the southwest campus, at the corner of Oak and Douglas Streets.

Chamberlain Field, located on the college property in the heart of the city, is adapted to every form of athletics. It contains football and baseball grounds, tennis courts, running track, bleachers, and grandstand.

RELIGIOUS LIFE

The religious life of the college is healthy and active, and all agencies tending to promote it are given every possible encouragement. Attendance at the chapel exercises is required. The students maintain branches of the Young Men's Christian Association and the Young Women's Christian Association, each of which holds a regular weekly devotional service, in addition to the meeting of its study groups. All students are urged to identify themselves with one or the other of these organizations.

Through the courtesy of the Secretary and the Board of Directors of the city Young Men's Christian Association, its bathing and reading-room facilities may be utilized by the non-resident men students of the college on payment of a nominal fee to the Dean, who will issue the proper certificate. The Young Women's Christian Association of the city also offers all the privileges of its organization to the non-resident women students.

SOCIAL AND LITERARY EVENTS

The college believes in fostering a wholesome social life. On the college calendar will be found listed a number of annual events, such as Mountain Day, the Sophomore Party, the Freshman Party, the Junior Festivities, and the Senior Party. In addition to these, a number of other social events are initiated by the students.

The college believes also that a very valuable phase of education is the stimulation of contact with the prominent speakers, scholars, and public men of the day. To this end the University Lyceum has been organized. From ten to twelve numbers of the highest order will annually be arranged for, to be presented in the Patten Chapel. These are open without charge to students.

STUDENT ORGANIZATIONS

In addition to the Christian Associations previously mentioned, the students maintain a number of other organizations.

The Student Assembly is the organ of self-government. While disciplinary matters are in the hands of the faculty, the Assembly has a wide scope of activities.

"Cap and Bells" is the college dramatic club, under the direction of Dr. Lynn H. Harris. Its productions are events in the life not only of the college but of the city. It will stage two plays in 1919-20.

The Debate Forum holds a membership in the Tennessee Debate League. Contests are annually conducted with Vanderbilt and the University of the South, the other members of the league.

Kappa Chi is a literary society for women. It has a well appointed suite in University Hall. Emanon is a literary society for men.

Delta Chi and Phi Delta Sigma are local societies for men; Chi Omega, a national sorority, maintains a chapter, and Alpha Sigma Phi is a local society for women.

EXPENSES

Considering the advantages offered, expenses are very reasonable. Habits of students, of course, have much to do with cost of

living. The following carefully prepared table should enable a prospective student accurately to estimate his expenses:

Tuition	$ 60.00	$ 60.00	$ 60.00
Incidental Fee	20.00	20.00	20.00
Room Rent	54.00	72.00	108.00
Board	144.00	180.00	216.00
Laundry	8.00	10.00	12.00
Books	12.00	15.00	20.00
	$298.00	$357.00	$436.00

Sons and daughters of regularly ordained clergymen of the various evangelical denominations, and candidates for the ministry of the Methodist Episcopal Church are exempt from payment of tuition. They must, however, pay all the other college fees.

Students in laboratory courses are required to pay in advance the usual laboratory fees, the amount of which is fixed by the instructors in charge of the courses. For each semester's work in Chemistry and Biology the fee is $5.00; in Physics, $2.50. An additional fee of $2.00 a semester is charged in Physics and Chemistry for breakage. No student failing to pay the laboratory fee of any course within two weeks of the date when it is due, will be permitted to continue in that course.

Tuition and incidental fees must be paid by the semester in advance.

A fee of $10.00 is charged for diploma.

A limited number of scholarships is awarded each year to honor graduates of the preparatory and high schools within the contributory area. A few other scholarships may be awarded each year in consideration of services rendered at the institution to the extent of four hours a week.

The city affords varied opportunities for self-help. Many students earn from $5.00 to $20.00 a week by soliciting for, or delivering, daily papers. Others earn expenses by clerking in mercantile establishments on Saturdays and during vacations.

The Board of Education of the Methodist Episcopal Church

annually renders, through its loan fund, a certain amount of aid to worthy students. Applications for this aid should be made to the Dean.

PRIZES

The Patten Prizes in Oratory were established by the late John A. Patten, long a valued member of the Board of Trustees. An annual contest is held, the date of which is listed in the calendar for the college year. This contest is open to both men and women. Written copies of the orations to be delivered must be in the hands of the English department not later than two weeks before the contest. First prize, $15.00; second prize, $10.00.

The Chattanooga Savings Bank Prizes in Debate are two, of $12.50 each. An affirmative and a negative team are chosen by competition to debate some public question. The prizes are awarded to the two debaters, irrespective of sides, whom the judges of the contest consider to have excelled.

The English Prize of $25.00, the gift of an anonymous friend of the college, is awarded each year to the student who excels in the work of the English Department.

REQUIREMENTS FOR ADMISSION

Students are classified as regular, conditioned, or special, according to the terms of their matriculation.

Regular students are fully matriculated candidates for a degree. Full matriculation can be accomplished on the presentation of not less than 14 1-2 units, as defined by the Carnegie Foundation, from an accredited preparatory or high school. A detailed statement regarding units will be found on pages 21-24.

Conditioned students are those who, although candidates for a degree, are not able to present the full entrance requirements of 14 1-2 units. Not less than 12 units will be accepted for conditional matriculation. A conditioned student must make up all

deficiencies and be in regular standing by the opening of his junior year.

Special students are those who are not in candidacy for a degree. Upon satisfying the Dean of their fitness, such persons may be admitted to certain of the college courses, under the same restrictions as apply to regular or conditioned students in those courses. No person under eighteen years of age, and no resident of Hamilton County, Tennessee, under twenty-one years of age who has not completed a four-year preparatory or high school course, will be admitted as a special student.

All other candidates for admission must be at least sixteen years old, and must present certificates of good moral character, preferably from their last school or instructor. Candidates coming from other colleges must present letters of honorable dismissal. By their applications for admission, candidates are considered to have pledged themselves to comply with all regulations of the college authorities.

Candidates must file the certificates of their high school work, or their statements of credits, with the Registrar on registration day.

The 14 1-2 units required for full matriculation are distributed as follows:

A. For admission to the A. B. Course:

6½ units required, as follows:

English	3 units	
Mathematics	2½ units	
History	1 unit	6½ units

4 units of Foreign Language, to be made up as follows:

Latin	4 units	
or		
Latin	2 units	
and one of the following:		
Greek	2 units	
German	2 units	
French	2 units	
Spanish	2 units	4 units

4 units optional, to be selected from the following:

History	1 to 3 units	
Greek	1 to 4 units	
German	1 to 4 units	
French	1 to 4 units	
Spanish	1 to 2 units	
English	1 unit	
Latin	1 unit	
Mathematics	1½ units	
*Science	1 to2 units	4 units
		14½ units

B. For admission to the B. S. Course:

7½ units required, as follows:

English	3 units	
Mathematics	2½ units	
History	1 unit	
Science	1 unit	7½ units

4 units of Foreign Language, to be selected from the following:

French	2 units	
German	2 units	
Latin	2 units	
Spanish	2 units	4 units

3 units optional, to be selected from the following:

History	1 to 3 units	
German	1 to 3 units	
French	1 to 3 units	
Spanish	1 to 2 units	
English	1 unit	
Latin	1 to 3units	
Mathematics	1½ units	
*Science	1 to 3 units	3 units
		14½ units

*In all courses where certificates cover laboratory courses in Science, the candidates must present their laboratory notebooks with their other credentials.

On the approval of the matriculation committee, one or two units of Foreign Language or Science other than those specified may be accepted.

No credit will be allowed for less than two units of any Foreign Language. However, after satisfying the Foreign Language requirements by offering two units each of two languages, a candidate may offer one or two additional units of either or both under the three of four units of the optional list; or he may offer the entire three or four units of the optional list in one language.

Every subject offered for entrance must be continued at least one year in college.

Insofar as they cover the units above prescribed, and meet the requirements set by the College Entrance Board of Examiners and approved by the Association of American Colleges and by the Association of Colleges and Secondary Schools of the Southern States, the certificates of accredited secondary schools will be accepted by the college. The certificates of secondary schools outside the area of the Southern Association will be accepted only if such schools are on the accredited lists of the College Associations in whose territories they lie. A list of accredited schools will be found on page 36.

All candidates other than those from accredited schools must stand entrance examinations. These examinations will be held on September 5, 6, and 8, 1919. Candidates for the examinations are requested to notify the Dean of their intention not later than August 25.

The term *unit,* which has been used in the foregoing pages, is the basis of measurement of preparatory and high school work adopted by the Carnegie Foundation. A unit represents a subject pursued in a secondary school for a period of thirty-six weeks with five 40-minute periods a week, or the equivalent. The accompanying table will indicate roughly ust what constitutes a unit in the various subjects accepted for admission; detailed discussion follows the table.

Subject	Ground Covered	Units
English	Grammar and Analysis / Composition and Literature	1
	Reading and Critical Study of English and American Classics	1
	Survey of English or American Literature	1
Latin	Grammar, Composition and Translation	1
	Cæsar, *Commentaries*, four books and Composition	1
	Cicero, six *Orations*, and Composition	1
	Vergil, *Aeneid*, six books, Composition and Prosody	1
Greek	Grammar, Composition and Translation	1
	Xenophon, *Anabasis*, four books and Composition	1
	Homer, *Iliad*, three books and Composition	1
	Plato, four *Dialogues*, or equivalent	1
German	Grammar, Composition and Translation	1
	Translation of 200 pages and Composition	1
	Translation of 250-350 pages, Oral and Written Composition	1
	Translation of 350-500 pages, Oral and Written Composition	1
French	Grammar, Composition and Translation	1
	Translation of 350-400 pages, Oral and Written Composition	1
	Translation of 500-600 pages, Oral and Written Composition	1
	Advanced Translation, Sight Reading, Oral and Written Composition	1
Spanish	Grammar, Composition and Translation	1
	Translation of 300-350 pages, Oral and Written Composition	1
Mathematics	Algebra to Quadratics	1
	Algebra: Quadratics, Progressions, Binominal Theorem	1
	Plane Geometry	1
	Solid Geometry	½
	Plane Trigonometry	½
History	American History	1
	Ancient History	1
	English History	1
	Mediæval and Modern History	1
	Civics (when taught as a separate subject)	½
Botany	Text Book alone, one year	½
	Full Laboratory work, one year	½
Chemistry	Text Book and full Laboratory work	1
Physics	Text Book and full Laboratory work, one year	1
Physiography	Text Book alone, one year	½
	Full Laboratory and Field work, one year	½
Physiology	Text Book and Full Laboratory work	½

The courses of study outlined below, which in general correspond to those specified by the College Entrance Board of Examiners, will indicate the scope of work required under the various units.

LATIN

2, 3, or 4 units of Latin may be offered, as follows:

First Year Latin, 1 unit. This course should comprise a thorough study of a standard text for beginners, including all the exercises for translation from Latin to English and English to Latin; also practice in reading some simple Latin text, such as Nepos.

Caesar, 1 unit. The first four books of the *Commentaries* should be read, with especial emphasis on construction and on translation into idiomatic English. Composition based on the text should be taken up throughout the year. Some standard grammar should be studied *in toto.*

Cicero, 1 unit. The four *Orations against Catiline* (or their equivalent, the *Oration for the Manilian Law,* and the *Oration for the Poet Archias* should be read. There should be a thorough drill in grammar, and frequent composition exercises based on the text. The oration as a type of literature should be discussed, and an attempt made to evaluate Cicero's works as examples of the type.

Vergil, 1 unit. Six books of the *Aeneid* should be read, supplemented, if possible, by sight translation from Ovid's *Metamorphoses.* Particular stress should be laid on smoothness and finish of translation. The epic as a type of literature should be discussed, and an attempt made to evaluate the poem as an example of the type. There should be frequent drill in the principles of Latin prosody.

GREEK

2, 3, or 4 units of Greek may be offered, as follows:

First Year Greek, 1 unit. This course should comprise a thorough study of a standard text for beginners, including all the

exercises for translation from Greek to English and English to Greek.

Xenophon, 1 unit. The first four books of the *Anabasis* should be read, with especial emphasis on construction and on translation into idiomatic English. Composition based on the text should be continued throughout the year. Some standard grammar should be completely covered.

Homer, 1 unit. Three books of the *Iliad* or four books of the *Odyssey* should be read. There should be a thorough drill in grammar, accompanied by composition exercises. Practice should be given in sight translation. Particular stress should be laid on smoothness and finish of translation. The epic as a type of literature should be discussed, and an attempt made to evaluate the poem read as an example of the type. There should be frequent drill in the principles of Greek prosody.

Plato, 1 unit. Four dialogues, including the *Apology* and the *Crito,* should be read, or an equivalent. A course in composition, running five times a week throughout the year, will be accepted as a substitute.

GERMAN

2, 3, or 4 units of German may be offered, as follows:

Elementary German, 1 unit. This should consist of the study of German grammar, the learning of vocabularies, and exercise in the translation both from English into German and from German into English. It should stress both oral and aural training. The student should be able to take simple dictation. The class should translate about 100 pages in a standard reader.

Second Year German, 1 unit. This requires the ability to pronounce and to translate at sight simple German prose, to put easy English sentences into German, and to carry on a very simple conversation upon the texts set for translation. The elementary grammar work should be completed, and applicants should have read at least 200 pages of easy German, chiefly modern nar-

rative prose, but including some simple poems and one or two short plays. The work should include both oral and aural training; also dictation and memorizing of short passages.

Third Year German, 1 unit. For a third unit in German, the candidate should have read from 250 to 350 pages of moderately difficult prose and poetry, with constant practice in oral and written composition based upon the texts read. Work in German grammar should be continued throughout the third year.

Fourth Year German, 1 unit. The candidate should have read from 350 to 500 pages of standard literature in prose and verse. He should be able to translate at sight any ordinary German text, to write a brief German essay, or to follow a recitation conducted in German.

FRENCH

Elementary French, 1 unit. This work should consist of the study of French grammar, learning vocabularies, and exercises in the translation both from English into French and from French into English. If Fraser and Squair's *French Grammar,* for example, is used, the candidate should have completed the work as far as "Possessive Pronouns," Part 1, and should have read some simple French, such as selections from Talbot *Le Français et sa Patrie.*

Second Year French, 1 unit. The candidate should have a thorough knowledge of the grammatical forms of the language, and possess a sufficient vocabulary to read simple French with ease. Not less than 350 pages of simple French should have been read, with careful attention to pronunciation during the entire period. The student should be able to take simple dictation.

Third Year French, 1 unit. The candidate should have read 500-600 pages of French, chosen mainly from nineteenth century classics. He should have done work in oral and written composition equivalent to that given in Fraser and Squair's *Complete French Grammar.*

Fourth Year French, 1 unit. The candidate should be able to read any French of ordinary difficulty at sight, to write short connected compositions in French, to show his understanding of a simple lecture in French by asking questions upon it in French, and to place correctly the leading events of French history and the leading French writers.

SPANISH

2 units of Spanish may be offered, as follows:

Elementary Spanish, 1 unit. This course should comprise: (a) drill in pronunciation; (b) the elements of grammar, including all the regular and the more common irregular verbs, the form and order of the personal pronouns, the uses and meanings of the common prepositions, adverbs, and conjunctions, the use of the personal accustative, and other elementary syntactical matters; (c) translation of simple Spanish texts.

Second Year Spanish, 1 unit. This course should include: (a) a review of grammar by the use of some standard composition book; (b) translation of at least 300 pages; (c) thorough oral drill.

ENGLISH

3 or 4 units of English may be offered, as below specified. The requirements of the National Conference on Uniform Entrance Requirements in English are in force. A course satisfying these requirements, although ordinarily covering four years, is valued at three units, the first two years being, for the sake of convenience, counted as one unit. The distribution of the work through the four years of the secondary schools varies in accordance with the individual curricula of the schools. The details of the course are given under (A) and (B) below. In some secondary schools a survey of English or American literature is given in addition to the work indicated under (A) and (B). In cases where such a survey has been kept entirely distinct, and has occu-

pied five periods a week throughout a session in addition to the regular English program, a fourth unit of credit can be given. This course is marked (C) below.

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

English Grammar and Composition—The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school, and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading and from literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

Literature—The second object is sought by means of the two lists of books below, headed respectively **Reading** and **Study,** from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud, and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads, and with their place in literary history.

FOR 1919

(A). *READING*—The aim of this course is to foster in the student the habit of intelligent reading, and to develop a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided for under Group 1.

GROUP 1. CLASSICS IN TRANSLATION—The *Old Testament* comprising at least the chief narrative episodes in *Genesis, Exodus, Joshua, Judges, Samuel, Kings,* and *Daniel,* together with the books of *Ruth* and *Esther;* the *Odyssey,* with the omission, if desired, of Books 1, 2, 3, 4, 5, 15, 16, 17; the *Iliad,* with the omission, if desired, of Books 11, 13, 14, 15, 17, 21; the *Aeneid.* The *Odyssey, Iliad,* and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

GROUP 2. SHAKSPERE—*Midsummer Night's Dream; Merchant of Venice; As You Like It; Twelfth Night; The Tempest; Romeo and Juliet; King John; Richard II; Richard III; Henry V; Coriolanus;* and, if not chosen for study under (B), *Julius Caesar; Macbeth; Hamlet.*

GROUP 3. PROSE FICTION—Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress,* Part 1; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe,* Part 1; Goldsmith, *Vicar of Wakefield;* Frances Burney (Madame d'Arblay), *Evelina;* Scott's novels, any one; Jane Austen's novels, any one; Maria Edgeworth, *Castle Rackrent* or *The Absentee;* Dickens' novels, any one; Thackeray's novels, any one; George Eliot's novels, any one; Mrs. Gaskell, *Cranford;* Kings-

ley, *Westward Ho!* or *Hereward the Wake;* Reade, *The Cloister and the Hearth;* Blackmore, *Lorna Doone;* Hughes, *Tom Brown's School Days;* Stevenson, any one; Cooper's novels, any one; Poe, selected *Tales;* Hawthorne, any one; a collection of short stories by various standard writers.

GROUP 4. ESSAYS, BIOGRAPHY—Addison and Steele, *Sir Roger de Coverley Papers,* or selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography;* Irving, selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith;* Southey, *Life of Nelson;* Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, lectures on Swift, Addison, and Steele in the *English Humourists;* Macaulay, any one of the following *Essays*: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay;* Trevelyan, selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies* or *Selections* (about 150 pages); Dana, *Two Years Before the Mast;* Lincoln, *Selections,* including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail;* Thoreau, *Walden;* Lowell, selected *Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table;* Stevenson, *An Inland Voyage* and *Travels with a Donkey;* Huxley, *Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* a collection of *Essays* by Bacon, Lamb, De-Quincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

GROUP 5. POETRY—Palgrave, *Golden Treasury* (First Series), Books 2 and 3, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series) Book 4, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Trav-*

eller and *The Deserted Village;* Pope, *The Rape of the Lock;* a collection of English and Scottish *Ballads,* as for example, *Robin Hood Ballads, The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens,* and a selection from later ballads; Coleridge, *The Ancient Mariner, Christabel,* and *Kubla Khan*; Byron, *Childe Harold,* Canto 3 or Canto 4, and *Prisoner of Chillon;* Scott, *The Lady of the Lake* or *Marmion;* Macaulay, *The Lays of Ancient Rome, The Battle of Naseby, The Armada, Ivry;* Tennyson, *The Princess* or *Gareth and Lynette, Lancelot and Elaine,* and *Passing of Arthur;* Browning, *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, De Gustibus, The Pied Piper, Instans Tyrannus;* Arnold, *Sohrab and Rustrum* and *The Forsaken Merman;* selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

(B). *STUDY*—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

GROUP 1. DRAMA—Shakspere: *Julius Caesar, Macbeth,* and *Hamlet.*

GROUP 2. POETRY—Milton, *L'Allegro, Il Penseroso,* and either *Comus* or *Lycidas;* Tennyson, *The Coming of Arthur, The Holy Grail,* and *The Passing of Arthur;* the selections from Wordsworth, Keats, and Shelley in Book 4 of Palgrave's *Golden Treasury* (First Series).

GROUP 3. ORATORY—Burke, *Speech on Conciliation with America;* Macaulay, *Speech on Copyright;* Lincoln, *Speech at Cooper Union;* Washington, *Farewell Address;* Webster, *First Bunker Hill Oration.*

GROUP 4. ESSAYS—Macaulay, *Life of Johnson* or *Essay on Milton;* Carlyle, *Essay on Burns.*

(C). *SURVEY OF ENGLISH OR AMERICAN LITERATURE*—A course requiring five periods a week for the school year, and distinct from the work of (A) and (B) above.

No candidate will be accepted in English whose work is seriously defective in spelling, punctuation, or grammar.

HISTORY

1, 2, 3, or 4 units of History may be offered, as follows:

Ancient History, 1 unit. The work should include the whole of some good text, such as West, *Ancient History.* Morey, *Histories of Rome and Greece,* Wolfson, *Essentials in Ancient History,* or Myers, *Ancient History.*

Medieval and Modern History, 1 unit. The work should include all the text in such a book as Bourne, *Medieval and Modern History,* or Robinson and Beard, *Outlines of European History.*

English History, 1 unit. In this subject a general knowledge of the social and political development of England is expected of the student. This applies particularly to the centuries subsequent to the Norman conquest and to the movements that culminated in the creation of a British Empire and of a limited monarchy.

American History, 1 unit. The student should have a general knowledge of the colonization of the several states, the forms of government that existed previous to the War of Independence, the causes and events of that war, the period of the confederation and the establishment of the federal constitution, and the general history subsequent to that event.

Civics, 1-2 unit.

Half a year's work in Civics may be added to a year's work in History, making 1 1-2 units. It should include a knowledge of the relationship existing between subordinate and higher political

units, together with a description of the chief functions performed by the institutions of the various political units.

MATHEMATICS

2 1-2 to 4 units of Mathematics may be offered, as follows:

Intermediate Algebra, 1 unit. Algebra to quadratic equations. The four fundamental operations; factoring; determination of highest common factor and lowest common multiple; fractions, including complex fractions; ratio and proportion; linear equations, both numeral and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root and the cube root of polynomials and numbers; exponents, including the fractional and negative.

Elementary Algebra, 1 unit. Quadratic equations, binomial theorem, and progressions. Quadratic equations with one or more unknown quantities; problems depending upon quadratic equations; the binomial theorem for positive integral exponents; arithmetrical and geometrical progressions.

Plane Geometry, 1 unit. The usual theorems and constructions of standard textbooks, including the general properties of plane rectilinear figures, the measurement of angles, similar polygons, areas, regular polygons, and the measurements of the circle. The solution of numerous original exercises, including *loci* problems. Applications to the mensuration of lines and plane surfaces.

Solid Geometry, 1-2 unit. The usual theorems and constructions of standard textbooks, including the relations of planes and lines in space; the properties and measurements of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle. The solution of numerous original exercises. Applications to the mensuration of surfaces and solids.

Trigonometry, 1-2 unit. Definitions and relations of the six trigonometric functions as ratios. Circular measurement of angles. Proofs of principal formulas. Solution of trigonometric

equations of a simple character. Theory and use of logarithms (without the introduction of work involving infinite series). The solution of right and oblique triangles, and practical applications.

SCIENCE

1, 2, 3, or 4 units of Science may be offered, as follows:

Botany, 1 unit or 1-2 unit. The work should cover plant anatomy and morphology; physiology; ecology; the natural history of the plant group; classification. Three hours a week should be given to class recitation, and not less than four hours to laboratory work. Stress should be laid upon diagrammatically accurate drawing, and precise, expressive, description. If no laboratory work is given, the course will count as but 1-2 unit. If laboratory work is given, candidates must present their laboratory notebooks with their other credentials.

Chemistry, 1 unit. A course in inorganic chemistry, with at least three hours a week of class recitation and not less than 100 hours of laboratory work. Candidates must present their laboratory notebooks with their other credentials.

Physics, 1 unit. The course should cover elementary mechanics, sound, light, heat, electricity, and magnetism. At least three hours a week should be devoted to class-room work, and four hours to laboratory work. Candidates must present their laboratory notebooks with their other credentials.

Physiography, 1 unit or 1-2 unit. The course should include laboratory and field work comprising at least 40 exercises. Without the laboratory and field work, the course will count as but 1-2 unit. Candidates must present their notebooks with their other credentials.

Physiology, 1-2 unit. The course should include the study of the nature of foods and their history in the body; the essential facts of digestion, absorption, circulation, secretion, excretion. and respiration; the motor, nervous, and sensory functions; and the

structure of the various organs by which these operations are performed. Laboratory work and drawings should be included. Candidates must present their notebooks with their other credentials.

ACCREDITED SCHOOLS

Schools accredited by the Association of Colleges and Secondary Schools of the Southern States:

Tennessee

The Athens School, Athens, Tenn.
Benton High School, Benton, Tenn.
Karnes High School, Byington, Tenn.
Baylor School; High School; Central High School; Girls' Preparatory School; McCallie School, Chattanooga, Tenn.
Columbia Military Academy; City High School, Columbia, Tenn.
Farragut School, Concord, Tenn.
Bowers Hall School, Covington, Tenn.
Central High School, Fountain City, Tenn.
High School, Gallatin, Tenn.
Tusculum College, Prep. Dept., Greeneville, Tenn.
City High School; Young High School, Knoxville, Tenn.
Castle Heights School, Lebanon, Tenn.
Cumberland University, Prep. Dept., Lebanon, Tenn.
Livingston Academy, Livingston, Tenn.
Robert B. Jones High School, Lynnville, Tenn.
Maryville College, Prep. Dept., Maryville, Tenn.
Millington High School, Millington, Tenn.
Ward-Belmont College; City High School; Montgomery-Bell Academy, Nashville, Tenn.
Grove High School, Paris, Tenn.
Martin College, Prep Dept.; Massey School, Pulaski, Tenn.
Sewanee Military Institute, Sewanee, Tenn.
Tennessee Military Institute, Sweetwater, Tenn.
Claiborne County High School, Tazewell, Tenn.
Fitzgerald and Clarke School, Tullahoma, Tenn.

Alabama

High School, Albany, Ala.
High School, Andalusia, Ala.
Greene University School, Athens, Ala.
High School, Bessemer, Ala.
Birmingham College Training School; Central High School; Ensley High School, Birmingham, Ala.
Jefferson County High School, Boyles, Ala.

Bibb County High School, Centerville, Ala.
High School, Decatur, Ala.
High School, Eufaula, Ala.
Disque High School, Gadsden, Ala.
High School, Huntsville, Ala.
Walker County High School, Jasper, Ala.
High School; University Military School, Mobile, Ala.
Barnes School; Sidney Lanier High School, Montgomery, Ala.
High School, Opelika, Ala.
High School, Selma, Ala.
High School, Talladega, Ala.
High School, Tuscaloosa, Ala.
High School, Union Springs, Ala.

Arkansas

Crescent City Academy, Eureka Springs, Ark.
High School, Hot Springs, Ark.
High School, Little Rock, Ark.
High School, North Little Rock, Ark.
High School, Paragould, Ark.
High School, Rogers, Ark.
High School, Stuttgart, Ark.
High School, Texarkana, Ark.
High School, Van Buren, Ark.

Florida

DeSoto County High School, Arcadia, Fla.
Summerlin Institute, Bartow, Fla.
Manatee County High School, Bradentown, Fla.
High School, Clearwater, Fla.
High School, Daytona, Fla.
Palmer College Academy; Walton County High School, De Funiak Springs, Fla.
High School, Ft. Meade, Fla.
Gwynne High School, Ft. Myers, Fla.
High School, Gainesville, Fla.
Florida Military Academy, Jacksonville, Fla.
Osceola County High School, Kissimmee, Fla.
High School, Lakeland, Fla.
Suwannee County High School, Live Oak, Fla.
High School, Miami, Fla.
High School, New Smyrna, Fla.
High School, Ocala, Fla.
High School, Plant City, Fla.
Gadsden County High School, Quincy, Fla.
High School, St. Petersburg, Fla.
High School, Sanford, Fla.

Leon High School, Tallahassee, Fla.
Hillsboro County High School, Tampa, Fla.
High School, Tarpon Springs, Fla.
High School, Wauchula, Fla.

GEORGIA

High School, Albany, Ga.
High School, Americus, Ga.
High School, Ashburn, Ga.
High School, Athens, Ga.
Technical High School; Boys' High School; Washington Seminary; Girls' High School; Marist College; Fulton High School; Peacock's School, Atlanta, Ga.
Tubman High School; Richmond Academy, Augusta, Ga.
High School, Bainbridge, Ga.
Gordon Institute, Barnesville, Ga.
Glynn Academy, Brunswick, Ga.
High School, Cartersville, Ga.
High School, Cedartown, Ga.
High School; Columbus Industrial School, Columbus, Ga.
Georgia Military Academy, College Park, Ga.
High School, Commerce, Ga.
High School, Cordele, Ga.
High School, Covington, Ga.
High School, Dublin, Ga.
High School, Dalton, Ga.
High School, Elberton, Ga.
High School, Fitzgerald, Ga.
High School, Fort Valley, Ga.
High School, Greensboro, Ga.
High School, Griffin, Ga.
High School, LaGrange, Ga.
Locust Grove Institute, Locust Grove, Ga.
Lanier High School, Macon, Ga.
High School, Madison, Ga.
High School, Marietta, Ga.
Georgia Military College, Milledge, Ga.
High School, Moultrie, Ga.
High School, Newnan, Ga.
High School, Quitman, Ga.
Darlington Academy; High School, Rome, Ga.
High School, Toccoa, Ga.
Benedictine College; Chatham Academy, Savannah, Ga.
High School, Statesboro, Ga.
R. E. Lee Institute, Thomaston, Ga.
High School, Thomasville, Ga.
High School, Valdosta, Ga.

High School, Warrenton, Ga.
High School, Waycross, Ga.
High School, Winder, Ga.

KENTUCKY

High School, Ashland, Ky.
High School, Bellevue, Ky.
High School, Catlettsburg, Ky.
High School, Covington, Ky.
High School, Cynthiana, Ky.
High School, Dayton, Ky.
Vanderbilt Training School, Elkton, Ky.
Highland School, Fort Thomas, Ky.
High School, Frankfort, Ky.
High School, Franklin, Ky.
High School, Georgetown, Ky.
High School, Henderson, Ky.
High School, Hopkinsville, Ky.
High School, Lexington, Ky.
Girls' High School; Boys' High School; Kentucky Home School for Girls, Louisville, Ky.
High School, Ludlow, Ky.
Kentucky Military Institute, Lyndon, Ky.
High School, Mayfield, Ky.
High School, Maysville, Ky.
High School, Morganfield, Ky.
High School, Mt. Sterling, Ky.
High School, Newport, Ky.
High School, Owensboro, Ky.
High School, Paducah, Ky.
High School, Paris, Ky.
Kentucky State Normal, Richmond, Ky.
Bethel College Academy, Russellville, Ky.
High School, Stanford, Ky.
High School, Sturgis, Ky.

LOUISIANA

Bolton High School, Alexandria, La.
Baton Rouge High School; State University Demonstration School, Baton Rouge, La.
High School, Bogalusa, La.
High School, Homer, La.
Terrehonne High School, Houma, La.
Ouachita Parish High School, Monroe, La.
Isadore Newman Manual Training School; Warren Easton Boys' High School, New Orleans, La.
High School, Opalousa, La.
High School, Shreveport, La.

Mississippi

High School, Clarksdale, Miss.
High School, Greenville, Miss.
High School, Greenwood, Miss.
High School, Gulfport, Miss.
Central High School, Jackson, Miss.
High School, Laurel, Miss.
High School, McComb City, Miss.
High School, Meridian, Miss.
High School, Natchez, Miss.
Chamberlain-Hunt Academy, Port Gibson, Miss.
High School, Yazoo City, Miss.

North Carolina

Asheville School; Bingham School; City High School; Normal and Collegiate Institute; St. Genevieve's Academy, Asheville, N. C.
High School, Chapel Hill, N. C.
City High School; Horner Military School, Charlotte, N. C.
City High School; Trinity Park School, Durham, N. C.
High School, Edenton, N. C.
High School, Elizabeth City, N. C.
High School, Goldsboro, N. C.
High School, Greensboro, N. C.
High School, Greenville, N. C.
Fassifern School; Blue Ridge School for Boys; City High School; Hendersonville, N. C.
High School, Kinston, N. C.
High School, Laurinburg, N. C.
Mars Hill College, Mars Hill, N. C.
High School, Monroe, N. C.
Oak Ridge Institute, Oak Ridge, N. C.
High School, Raleigh, N. C.
High School, Rocky Mount, N. C.
Westminster School, Rutherfordton, N. C.
High School, Tarboro, N. C.
High School, Smithfield, N. C.
High School, Wilmington, N. C.
High School, Wilson, N. C.
City High School; Salem Academy, Winston-Salem, N. C.

South Carolina

High School, Anderson, S. C.
High School, Bamborg, S. C.
High School, Bennettsville, S. C.
Ashley Hall; Boys' High School; Porter Military Academy, Charleston, S. C.
High School, Chester, S. C.

High School, Columbia, S. C.
High School, Darlington, S. C.
High School, Florence, S. C.
High School, Greenwood, S. C.
High School, Lancaster, S. C.
High School, Latta, S. C.
High School, Laurens, S. C.
High School, Marion, S. C.
High School, Orangeburg, S. C.
Gwyn School; Hastoc School; Wofford Fitting School, Spartanburg, S. C.
High School, St. Matthews, S. C.
High School, Summerville, S. C.
Boys' High School; Girls' High School, Sumter, S. C.

TEXAS

High School, Abilene, Tex.
High School, Alpine, Tex.
High School, Amarillo, Tex.
High School, Austin, Tex.
High School, Ballinger, Tex.
High School; South Park High School, Beaumont, Tex.
High School, Belmont, Tex.
High School, Big Spring, Tex.
High School, Bonham, Tex.
High School, Brady, Tex.
High School, Brownwood, Tex.
High School, Cameron, Tex.
High School, Cleburne, Tex.
High School, Corpus Christi, Tex.
High School, Corsicana, Tex.
Bryan Street High School; Forest Avenue High School; Oak Cliff High School, Dallas, Tex.
High School, El Paso, Tex.
High School, Ennis, Tex.
High School, Farmersville, Tex.
High School, Ft. Worth, Tex.
High School, North Ft. Worth, Tex.
High School, Gainesville, Tex.
Ball High School, Galveston, Tex.
High School, Greenville, Tex.
High School, Henderson, Tex.
High School, Hillsboro, Tex.
High School, Houston, Tex.
High School, Hubbard, Tex.
High School, Longview, Tex.
High School, Lufkin, Tex.
High School, Marlin, Tex.

High School, Marshall, Tex.
High School, McGregor, Tex.
High School, McKinney, Tex.
Hight School, Mineola, Tex.
High School, Orange, Tex.
High School, Ozona, Tex.
High School, Palestine, Tex.
High School, Pittsburg, Tex.
High School, Port Arthur, Tex.
High School, Quanah, Tex.
High School, San Angelo, Tex.
High School; San Antonio Academy, San Antonio, Tex.
High School, Breckenridge, Tex.
High School, San Benito, Tex.
Baptist Academy, San Marcos, Tex.
High School, Sequin, Tex.
High School, Sweetwater, Tex.
High School, Temple, Tex.
High School, Texarkana, Tex.
High School, Tyler, Tex.
High School, Uvalde, Tex.
High School, Victoria, Tex.
High School, Waco, Tex.

VIRGINIA

Episcopal High School; High School, Alexandria, Va.
High School, Appomattox, Va.
Randolph-Macon Academy, Bedford, Va.
Blackstone Military Academy, Blackstone, Va.
High School, Bristol, Va.
High School, Charlottesville, Va.
Cluster Springs Academy, Cluster Springs, Va.
High School, Covington, Va.
High School; Randolph-Macon Institute; The Danville School, Danville, Va.
New London Academy, Forest Depot, Va.
Fork Union Military Academy, Fork Union, Va.
Randolph-Macon Academy, Front Royal, Va.
High School, Hampton, Va.
High School, Harrisonburg, Va.
High School, Lexington, Va.
High School, Lynchburg, Va.
High School, Manassas, Va.
Maury High School, Norfolk, Va.
High School, Petersburg, Va.
High School, Portsmouth, Va.
John Marshall High School; McGuire's University School; Richmond Academy, Richmond, Va.

High School, Roanoke, Va.
High School, Rural Retreat, Va.
High School, Salem, Va.
High School, South Boston, Va.
High School; Staunton Military Academy, Staunton, Va.
Jefferson High School, Suffolk, Va.
High School; Shenandoah Valley Academy, Winchester, Va.
Woodberry Forest School, Woodberry Forest, Va.
Massanutten Academy, Woodstock, Va.
High School, Wytheville, Va.

West Virginia

Union High School, Benwood, W. Va.
High School, Bramwell, W. Va.
West Virginia Wesleyan Academy, Buchannon, W. Va.
Grant District High School, Cairo, W. Va.
Ceredo-Kenova High School, Ceredo, W. Va.
High School, Clarksboro, W. Va.
Clay County High School, Clay, W. Va.
High School, Davis, W. Va.
Cabin Creek District High School, East Bank, W. Va.
Triadelphia District High School, Edgewood, Wheeling, W. Va.
High School, Elkins, W. Va.
High School, Fairmont, W. Va.
Paw Paw District High School, Fairview, W. Va.
Little Levels High School, Hillsboro, W. Va.
High School, Hinton, W. Va.
Lewisburg Seminary, Lewisburg, W. Va.
Logan District High School, Logan, W. Va.
High School, Mannington, W. Va.
High School, Martinsburg, W. Va.
Fayetteville District High School No. 2; High School, Mt. Hope, W. Va.
High School, New Cumberland, W. Va.
Magnolia High School, New Martinville, W. Va.
Fayetteville District High School No. 1; High School, Oak Hill, W. Va .
High School, Parkersburg, W. Va.
High School, Piedmont, W. Va.
E. River District High School, Princeton, W. Va.
Green District High School, Reader, W. Va.
Clay District High School, Shinnston, W. Va.
High School, Spencer, W. Va.
High School, Sistersville, W. Va.
High School, St. Mary's, W. Va.
Nicholas County High School, Summersville, W. Va.
High School, Sutton, W. Va.
High School, Thomas, Va.
Brown's Creek District High School, Welch, W. Va.

High School, Wellsburg, W. Va.
High School, Weston, W. Va.
Union District High School, West Milford, W. Va.
High School, West Union, W. Va.
High School, Williamson, W. Va.
High School, Williamstown, W. Va.

ADVANCED STANDING

Candidates who have taken part of the college course in colleges which are members of the Southern Association or other Associations of like standards, will be admitted to advanced standing on presentation of satisfactory credentials of character and scholarship. No one, however, will be granted a degree by the college unless he has been in residence at least one year.

Candidates coming from institutions which offer some but not full college work, and seeking credit for college courses pursued in such institutions, will be required to stand such examinations by the head of each department in which credit is sought as will indicate clearly the advisability of granting the credit.

REQUIREMENTS FOR DEGREES

The college offers courses of study leading to the degrees of bachelor of arts and bachelor of science. For the attainment of either degree, the student is required to complete at least 128 semester hours. *In all cases, every subject offered for entrance must be continued at least one year in college, and any foreign language begun in college for required credit must be pursued at least two years.* The latter requirement, however, does not preclude the taking of a one-year beginning course in a foreign language as an elective.

To secure proper correlation of the students' programs, the college has divided the subjects offered in its curriculum into three groups, as indicated by the accompanying table, and has formulated certain requirements to be met in each group, as detailed in the discussion following the table. Ordinarily, satisfaction of these requirements entails 90 to 100 hours.

Group-Table

Group I—

Greek
Latin
French
Spanish
German
Physical Education

Group II—

English
Sub-Group { Philosophy / Education
Bible
Sub-Group { History / Sociology
Sub-Group { Political Science / Economics
Physical Education

Group III—

Sub-Group { Mathematics / Physics
Sub-Group { Chemistry / Biology
Physical Education

Requirements for the Degree of Bachelor of Arts.

For the attainment of the degree of Bachelor of Arts, the student is required to complete at least 128 semester hours, with the following group distribution:

1. Group 1.—For a student admitted with 4 entrance units of foreign language, 4 one-year courses.

For a student admitted with 6 entrance units of foreign language, 3 one-year courses.

For a student admitted with 8 units of foreign language, 2 one-year courses.

For the first year after admission, 2 foreign language courses are prescribed, one of which must be Latin. If only 2 units of Latin are offered for admission, 2 college years of Latin are required.

2. Group 2.—At least the following courses: English, 1, 2, 3, 4; Political Science 1; Philosophy 1 and 8; and Bible 1 and 2.

English 1 and 2 must be taken in the first year.

3. Group 3.—Three one-year courses, including Chemistry and Mathematics. Mathematics 1 and 2 must be taken in the first year.

4. A course in Hygiene and Physical Education, extending through the first two years, with credit value of 4 hours, is prescribed. This value is not included in any of the three groups given above, but is included in the 128 hours mentioned for graduation requirements.

5. The student is required to complete at least three one-year courses in one subject or in one sub-group, and at least two one-year courses in one subject or in one sub-group of each of the other two groups.

6. The remaining hours may be elected freely from the three groups.

7. For a student admitted without condition, four years are ordinarily required for the attainment of this degree.

To illustrate: The program of a student admitted with 4 entrance units of Latin (the normal offering of candidates for this degree) in order to satisfy the group requirements, would be made up as follows:

(a) To satisfy the requirement in Group 1:

Latin 3, 4
and any 3 of the following year-courses:*
Latin 5, 6
Greek 1, 2
Greek 3, 4
French 1, 2
French 3, 4
French 5, 6
Spanish, 1, 2
Spanish 3, 4
Spanish 5, 6
German 1, 2
German 3, 4
German 5, 6

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*Any foreign language presented for entrance must be pursued at least one year in college, and any foreign language begun in college for required credit must be pursued at least two years.

(b) To satisfy the requirement in Group 2, all the following:

English 1, 2, 3, 4
Political Science 1
Philosophy 1, 8
Bible 1, 2

(c) To satisfy the requirement in Group 3:

Chemistry 1, 2
Mathematics 1, 2
and one of the following year-courses:
Chemistry 3, 4
Mathematics 5, 6
Physics 1, 2
Biology 1, 2

(d) To satisfy the requirement of 3 one-year courses in one subject or in one sub-group, one of the following:

English 1, 2, 3, 4, 5, 6
French 1, 2, 3, 4, 5, 6
Spanish 1, 2, 3, 4, 5, 6
German 1, 2, 3, 4, 5, 6
Chemistry 1, 2, 3, 4, 5, 6, or Chemistry 1, 2, 3, 4 and Biology 1, 2
Mathematics 1, 2, 5, 6, 7, 8, or Mathematics, 1, 2, 5, 6, and Physics 1, 2
History 1, 2, 3, 4, and Sociology 1, 2
Philosophy 1, 3, 4, 5, 6, 8, or Philosophy 1, 3, 4, 8 and Education 1, 2

(e) To satisfy the requirement of 2 one-year courses in one subject or in one sub-group of each of the other groups:

(1) For Group 1, one of the following:

Latin 3, 4, 5, 6
Greek 1, 2, 3, 4
French 1, 2, 3, 4
Spanish 1, 2, 3, 4
German 1, 2, 3, 4

(2) For Group 2:

Completion of the prescribed courses in English (1, 2, 3, 4) satisfies this requirement for Group 2.

(3) For Group 3, one of the following:

Mathematics 1, 2, 5, 6 or Mathematics 1, 2 and Physics 1, 2
Chemistry 1, 2, 3, 4, or Chemistry 1, 2 and Biology 1, 2

An illustrative program might run thus:

Latin 3, 4, 5, 6; English 1, 2, 3, 4, 5, 6; Chemistry 1, 2; Mathematics 1, 2; Political Science 1; Philosophy 1, 8; Bible 1, 2; Physics 1, 2; Biology 1, 2; French 1, 2, 3, 4; Physical Education 1, 2, 3, 4; electives to fill out the remaining hours.

Requirements for the Degree of Bachelor of Science.

For the attainment of the degree of Bachelor of Science, the student is required to complete at least 128 semester hours, with the following group distribution:

1. Group 1.—For a student admitted with 4 entrance units of foreign language, 4 one-year courses.

For a student admitted with 6 entrance units of foreign language, 3 one-year courses.

For a student admitted with 8 units of foreign language, 2 one-year courses.

For the first year after admission, 2 foreign language courses are prescribed.

2. Group 2.—At least the following courses; English 1, 2, 3, 4; Political Science 1; Philosophy 1 and 8; and Bible 1 and 2.

English 1 and 2 must be taken in the first year.

3. Group 3.—At least 6 one-year courses, including Chemistry and Mathematics.

Mathematics 1 and 2 must be taken in the first year.

4. A course in Hygiene and Physical Education, extending through the first two years, with credit value of 4 hours, is prescribed. This value is not included in any of the three groups, but is included in the 128 hours mentioned for graduation requirements.

5. A student is required to complete at least 3 one-year courses in one subject or in one sub-group of Group 3, and at least 2 one-year courses in one subject or in one sub-group of each of the other two groups.

6. The remaining hours may be elected freely from the three groups.

7. For a student admitted without condition, four years are ordinarily required for the attainment of this degree.

To illustrate: The program of a student admitted with 4 entrance units of language (the normal offering of candidates for this degree), in order to satisfy the group requirements, would be made up as follows:

(a) To satisfy the requirements in Group 1, any four of the following year-courses:*

Latin 1, 2
Latin 3, 4
Latin 5, 6
Greek 1, 2
Greek 3, 4
French 1, 2
French 3, 4
French 5, 6
Spanish 1, 2
Spanish 3, 4
Spanish 5, 6
German 1, 2
German 3, 4
German 5, 6

(b) To satisfy the requirements in Group 2, all of the following:

English 1, 2, 3, 4
Political Science 1
Philosophy 1, 8
Bible 1, 2

(c) To satisfy the requirements in Group 3:

Chemistry 1, 2
Mathematics 1, 2
and four of the following year-courses:
Chemistry 3, 4
Chemistry 5, 6
Chemistry 7, 8
Mathematics 5, 6
Mathematics 7, 8
Physics 1, 2
Physics 3, 4
Biology 1, 2

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*But see in this connection note at foot of page 46.

(d) To satisfy the requirements of at least three one-year courses in one subject or sub-group of Group 3, one of the following:

Chemistry 1, 2, 3, 4, 5, 6 or Chemistry 1, 2, 3, 4, and Biology 1, 2
Mathematics 1, 2, 5, 6, 7, 8 or Mathematics 1, 2, 5, 6 and Physics 1, 2

(e) To satisfy the requirement of at least 2 one-year courses in one subject or sub-group of each of the other two groups:

(1) For Group 1, one of the following:
Latin 1, 2, 3, 4 or Latin 3, 4, 5, 6
Greek 1, 2, 3, 4
French 1, 2, 3, 4
Spanish 1, 2, 3, 4
German 1, 2, 3, 4

(2) For Group 2:
Completion of the prescribed courses in English (1, 2, 3, 4) satisfies this requirement for Group 2.

An illustrative program might run thus:

French 3, 4, 5, 6; Spanish 3, 4, 5, 6; English 1, 2, 3, 4; Political Science 1; Philosophy 1, 8; Bible 1, 2; Chemistry 1, 2, 3, 4; Biology 1, 2; Mathematics 1, 2, 5, 6; Physics 1, 2; Physical Education 1, 2, 3, 4, electives to fill out the remaining hours. (This program presupposes French and Spanish as the languages offered for entrance.)

SCHOLARSHIP AND ATTENDANCE

1. Students are graded by letters whose values are as follows:

A----------93-100
B----------85-92
C----------78-84
D----------70-77
E----------Below 70

2. Students are required to maintain an average of at least 60 per cent. in each class in order to remain therein. The passing grade is 70 per cent. Students whose work in any course, in the judgment of the instructor, is markedly deficient, may be required to enroll in tutorial classes under the supervision of the department concerned.

3. Each semester is divided into four quiz periods. A student whose average (covering daily work and quiz marks) in any class for any quiz period falls below 60 per cent. shall be put on probation in that subject and be so advised by the Registrar.

4. A student on probation who fails in the next quiz period to attain an average of 65 per cent. shall be dropped from the class permanently.

5. Any student who is dropped for the above named reasons from more than one class shall be dismissed from the college, unless after having been so dropped, he be maintaining an average of 70 per cent. in at least ten hours of college work. (A laboratory period shall count as one hour of lecture or recitation.)

6. To remain in college, a student must each year pass half of his courses with a grade of C or better.

7. Permission granted any student to participate in extra-curricular activities—such as serving on the *Echo* staff, in the cast of a play, in athletics, etc.—may be withdrawn if the class work of such student is not satisfactory in at least ten hours a week.

8. Before graduation, each member of the senior class must satisfy the head of the English department as to his ability to write a letter correct in its form, diction, and orthography.

9. Graduation honors are based upon the students' records for the entire four years. The three honors granted are *cum laude, magna cum laude,* and *summa cum laude.*

10. A Scholastic Honorary Society, Alpha, membership in which is based on scholarship, has been organized. According to its constitution, "Members of any senior class of the college who shall, at the close of the senior examinations, have an average grade for their entire college course of 85 per cent. or better, shall be regarded as a list of eligibles from which members may be elected." Elections are by unanimous vote of the faculty members. The Society has a distinctive emblem.

11. Concerning absences the following regulations are in effect:

a. If the number of absences in any one course exceed the number of hours the class meets per week, the student shall be automatically dropped from the class, and can be reinstated only by vote of the faculty on recommendation of the instructor in charge.

b. Three unexcused tardinesses shall be counted as an absence.

c. More than four absences from chapel shall automatically exclude a student from college for the remainder of the semester, and a student so excluded can be reinstated only by vote of the faculty on recommendation of the Dean.

d. An unexcused absence from class or chapel on the day before or the day after a recess, shall count as two absences.

*DESCRIPTION OF COURSES

AESTHETICS

(See Philosophy)

BIBLE

Bible 1. **Old Testament**—A rapid survey of the entire history, with a special study of the literature of some selected period. In 1919-1920, the period to be studied in detail will be from the beginning of the Exile to the end of the Persian period.

Textbook: Peritz, *Old Testament History.* Required of all candidates for a degree. 2 hours

PROFESSOR BILLINGS

Bible 2. **New Testament**—A study of the life of Jesus based on the records. Required of all candidates for a degree.

2 hours

PROFESSOR BILLINGS

BIOLOGY

Biology 1. **General Biology**—An introductory course in the fundamental principles of biology, with laboratory work on types of animal and plant structure. Lectures and recitations.

3 hours

MISS HARING

Biology 2. **General Biology**—Continuation of Biology 1.

3 hours

MISS HARING

CHEMISTRY

Chemistry 1. **General Chemistry**— Non-metals, metals, and a general review of the principles of theoretical chemistry, the

*NOTE—In some of the departments, not all the courses outlined will be offered at any one time. The odd numbered courses are given in the first semester, and the even numbered courses in the second semester.

preparation and description of the non-metals, the metals, and their compounds. The method of instruction is by lectures (lecture notes expected), recitations, and quizzes. Especial attention is paid to the reactions met with in qualitative analysis. A short written test is given from time to time. Besides the work in the class room, the student is required to perform a number of experiments illustrating the fundamental laws of general chemistry. The aim of the work is not only to familiarize the student with chemical methods, but to cultivate his powers of observation and develop skill in manipulation. Each student is obliged to make full notes of his work at the time of making the experiments, and to solve numerous problems based on reactions studied in the laboratory. Three times a week throughout the year, and four laboratory hours a week. Required of all candidates for a degree. 5 hours

PROFESSOR EDWARDS

Chemistry 2. **General Chemistry**—A continuation of Chemistry 1. Required of all candidates for a degree. 5 hours

PROFESSOR EDWARDS

Chemistry 3. **Qualitative Analysis**—Prerequisites: Chemistry 1 and 2. Laboratory practice, lectures, and recitations. A study of methods commonly used in the analysis of simple salts, mixtures of salts, alloys, and various commercial products. Lectures and quizzes, two hours a week; laboratory work, three periods of two and one-half hours each, a week. 5 hours

PROFESSOR EDWARDS

Chemistry 4. **Introductory Quantitative Analysis** — Prerequisite: Chemistry 3. This course is designed as an introduction to Chemistry 7 and 8. The work in the laboratory consists of a number of gravimetric and volumetric determinations, such as the separation and estimation of metals and acid radicals in pure salts; acidimetry and alkalimetry; and volumetric oxidation methods as applied to iron ores. Two hours a week of recitations and lectures, two laboratory periods of three hours each.

4 hours

PROFESSOR EDWARDS

Chemistry 5. **Introductory Organic Chemistry** — The fundamental principles of inorganic chemistry, and the more important compounds are studied. Recitations and lectures, two periods a week; two laboratory periods of three hours a week.

4 hours

PROFESSOR EDWARDS

Chemistry 6. **Introductory Organic Chemistry**—A continuation of Chemistry 5. 4 hours

PROFESSOR EDWARDS

Chemistry 7. **Quantitative Analysis**—This is a continuation of Chemistry 4. Credit is given only when Chemistry 8 is also elected. In the laboratory, each student is required to complete a prescribed amount of work, which includes the application of both gravimetric and volumetric methods. The gravimetric methods include the separation and estimation of iron and manganese; the decomposition of silicate; the estimation of silica by hydro-fluoric acid; the estimation of sulphur in pig iron; the determination of calcium and magnesium in limestone and cements. The volumetric work includes the estimation of iron in iron ores under various conditions; Volhart's method for manganese; the determination of calcium by means of potassium permanganate; the iodometric methods as applied to the estimation of arsenic and determination of fats. In addition to the work outlined, each student is given an ore, alloy, or mineral on which he must submit a complete report. From time to time the student will be required to hand in written reports. The laboratory work is supplemented by lectures on the theoretical principles of the methods used. Three three-hour periods per week. 3 hours

PROFESSOR EDWARDS

Chemistry 8. **Quantitative Analysis**—A continuation of Chemistry 7. Credit is not given except when Chemistry 7 has first been pursued. 3 hours

PROFESSOR EDWARDS

ECONOMICS

(See Social Sciences)

EDUCATION

Education 1. **The Psychology of Study**—This course is designed especially for freshmen, and will outline the methods of taking notes, of memorization, of the formation of constructive habits of study, of logical reasoning, and of the adequate expression of ideas. Instruction will be mainly by lectures.

1 or 2 hours

PROFESSOR W. W. HOOPER

Education 2. **Educational Psychology**— A practical study of the facts and laws of psychology as related to education.

3 hours

PROFESSOR W. W. HOOPER

Education 3. **Child Psychology**— A course on the mental development of the child and race. Lectures, collateral reading, and laboratory work. 3 hours

PROFESSOR W. W. HOOPER

Education 4. **Philosophy of Education**—The principles of education underlying courses and methods of instruction, presented from the point of view of evolution. 3 hours

PROFESSOR W. W. HOOPER

Education 5. **History of Education, Ancient and Mediaeval**— A study of Oriental, Greek, Roman, and Mediaeval ideas and ideals of education. Lectures and recitations. 2 hours

PROFESSOR W. W. HOOPER

Education 6. **History of Education, Modern**—A study of the development of modern education in Europe and America, with special reference to recent physiological, psychological, and sociological theories. Lectures and recitations. 2 hours

PROFESSOR W. W. HOOPER

Education 7. **Principles of Secondary Education**— This course discusses the nature of the pupils to be educated; the sec-

ondary school as a social institution—its aims and functions as such; the means, materials, and methods by which this work can best be accomplished; organization and administration. Among the topics emphasized are the development of secondary education, and secondary education in relation to elementary and to higher logical theories. Lectures and recitations. 2 hours

PROFESSOR W. W. HOOPER

Education 8. **Principles of Secondary Education**— A continuation of Education 7. The topics for discussion and analysis include the program of studies, with a consideration of the place of the several languages, of science, and of vocational and other subjects in the secondary school curricula, in an attempt to establish criteria of subject-values. 3 hours

PROFESSOR W. W. HOOPER

Philosophy 3 and 4 should be taken in preparation for teaching.

ENGLISH

*English 1. **Composition**—The aims of this course are three: to clarify existent ideas of the students, to stimulate original thought, and to develop adequate expression. While content is consistently rated above form, such rating will not be at the expense of accuracy, the first requirement of adequacy being formal correctness. Textbooks: Greenough and Hersey, *English Composition; Century Handbook of Writing;* Scott and Zeitlin, *College Readings;* Briggs, *College Life;* Smith, *What Can Literature Do for Me?* Lectures, recitations, themes, conferences. Required of all freshmen. 3 hours

PROFESSOR HARRIS

*English 2. Continuation of English 1. Required of all freshmen. 3 hours

PROFESSOR HARRIS

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*By vote of the faculty, credit in English 1 and 2 is conditional, and a student displaying laxity of expression in any subsequent course may be required to repeat English 1 and 2, in whole or in part.

English 3. **Readings in American Literature**—In this course, as in all the departmental courses in literature, the study of literature is regarded as best functioning in enlarging the student's conceptions of life and enabling him to orientate his experience. Consequently, while historical, philological, and formal considerations are given due attention, primary stress is laid upon what the writers have to say. Textbook: Pancoast, *Introduction to American Literature.* Readings: Newcomer and Andrews, *Three Centuries of American Poetry and Prose;* Hawthorne, *The Scarlet Letter.* Lectures, readings, and recitations. Required of all sophomores. 3 hours

PROFESSOR HARRIS

English 4. **Readings in English Literature**— Textbook : Fletcher, *History of English Literature.* Readings: *Beowulf;* Greenlaw, *Selections from Chaucer;* Shakspere, *Henry IV, Part* 1*;* Pope, *Rape of the Lock;* Fielding, *Tom Jones;* Sheridan, *The Rivals;* Burn's *Poems;* Austen, *Pride and Prejudice.* Lectures, readings, and recitations. Required of all sophomores. 3 hours

PROFESSOR HARRIS

English 5. **Thought-Currents of the Nineteenth Century** —Elective for juniors and seniors. Prerequisites: English 3 and 4. Textbook: Fletcher, *History of English Literature.* Readings: Byron's *Poems;* Huxley, *Evolution and Ethics;* Fitzgerald, *Rubaiyat of Omar Khayyam;* Hardy, *Tess of the D'Urbervilles;* Carlyle, *Past and Present;* Newman, *Apologia pro Vita Sua;* Arnold, *Culture and Anarchy;* Ruskin, *Crown of Wild Olive;* Dickens, *Hard Times.* Lectures, readings, and recitations.

3 hours

PROFESSOR HARRIS

English 6. **Nineteenth Century English Poets**— Elective for juniors and seniors. Prerequisites: English 3 and 4. Textbook: Fletcher, *History of English Literature.* Readings: Page, *British Poets of the Nineteenth Century.* Lectures, readings, recitations, and reports. 3 hours

PROFESSOR HARRIS

English 7. **Elizabethan Drama**—Elective for juniors and seniors. Prerequisites: English 3 and 4. Readings: Manly, *Specimens of the Pre-Shaksperian Drama;* Neilson, *Chief Elizabethan Dramatists.* Lectures, readings, recitations, and reports. (Alternates with English 5. ot given in 1919-1920.) 3 hours

PROFESSOR HARRIS

English 8. **Shakspere**—Elective for juniors and seniors. Prerequisites: English 5 and 6. Textbook: Thorndike and Neilson, *The Facts About Shakspere.* Readings: Neilson's *Shakspere; Hamlet* and *Lear* in the Hudson edition. An intensive study of *Hamlet* and *Lear,* and a rapid reading of all the other important plays. Readings, recitations, reports, and occasional lectures. (Alternates with English 6. Not given in 1919-1920.) 3 hours

PROFESSOR HARRIS

English 9. **Seminar**—This course is open only to those who are already registered for the regular junior-senior elective in English, and desire an additional course. In 1919-1920, the subject for discussion will be the English Novel. 3 hours

PROFESSOR HARRIS

English 10. **Seminar**—A continuation of English 9. 3 hours

PROFESSOR HARRIS

English 12. **Debating**—An intensive study of the principles of debating, with especial emphasis on the gathering of material, the rules of evidence, and briefing. The members of the Prize Debate and University Debate Teams are chosen by competitive try-outs from the class. Open to all students. Hours to be arranged. 2 hours

PROFESSOR HARRIS

English 14. **History of the English Language**—A study of the development of the English language from the Early English period (Anglo-Saxon) to the present, with a consideration of the sources contributing to the English vocabulary, and an

analysis of forms and syntax on the basis of former inflections and the laws of sentence-structure. The preliminary work is followed by an intensive examination of colloquial and rustic speech—including cant and slang—as exemplifying the natural and unimpeded operation of the laws of linguistic evolution. The work is conducted according to the methods suggested by Emerson, *Brief History of the English Language,* and Greenough and Kittredge, *Words and Their Ways in English Speech.* Lectures, recitations, and reports.

(The department urgently recommends this valuable course to all interested in the higher study of English, and especially to prospective teachers of English.) 3 hours

PROFESSOR CONANT

ETHICS

(See Philosophy)

FRENCH

French 1. Grammar and exercises; drill in pronunciation; memorizing of easy colloquial sentences; selections from a French reader. 4 hours

PROFESSOR HOOKE

French 2. Grammar continued; review of the irregular verb; acquisition of the important rules of syntax; Daudet, *Trois Contes Choisis,* or about fifty pages from a French reader; Mérimée, *Colomba,* or About, *Le Roi des Montagnes.* Free reproduction and composition based on texts read; dictation. 4 hours

PROFESSOR HOOKE

French 3. George Sand, *La Petite Fadette* or *La Mare au Diable;* Victor Hugo, *Les Misérables,* or about twenty short stories selected from those of Mérimée, Maupassant, Daudet, Balzac, Coppée, Gauthier, Musset, Zola; free reproduction; sight reading; prose composition. 4 hours

PROFESSOR HOOKE

French 4. Daudet, *Tartarin de Tarascon;* Balzac, *Eugénie Grandet;* or France, *Le Crime de Sylvestre Bonnard;* Loti, *Pècheur d'Islande.* Collateral and sight reading; prose composition. 4 hours

PROFESSOR HOOKE

French 5. Study of selections from Corneille, Racine, and Molière; collateral reading; prose composition. 3 hours

PROFESSOR CONANT

French 6. **The Romantic Drama**—Study of Hugo, Dumas, Musset, Vigny. Collateral reading. Oral and written reports. 3 hours

PROFESSOR CONANT

French 7. Survey of French literature from 1600 to 1850. 3 hours

PROFESSOR CONANT

GERMAN

German 1. Grammar and exercises; drill in pronunciation; memorizing of easy colloquial sentences. 4 hours

PROFESSOR CONANT

German 2. Grammar continued; reading of stories by such modern authors as Heyse, Storm, Salomon, and von Hillern; free reproduction and composition based on the texts read; dictation. 4 hours

PROFESSOR CONANT

German 3. Fulda, *Unter vier Augen;* Benedix, *Der Prozess;* Wildenbruch, *Das edle Blut;* Heyse, *Vetter Gabriel;* Wichert, *Die verlorene Tochter.* Composition, conversation, and dictation. 4 hours

PROFESSOR CONANT

German 4. Keller, *Novellen;* Baumbach, *Der Schwiegersohn;* Hoffmann, *Iwan der Schreckliche.* Composition, conversation, and dictation. 4 hours

PROFESSOR CONANT

German 5. Schiller, *Wilhelm Tell* or *Maria Stuart;* Goethe, *Egmont* and selections from *Dichtung und Wahrheit;* themes in German; more difficult sight reading. 3 hours

PROFESSOR CONANT

German 6. Schiller, *Wallenstein;* Lessing, *Nathan der Weise,* and selections from his prose writings; or Goethe, *Faust,* part I, with study of the Faust legends; themes and sight reading; study of the life and times of Goethe and Schiller, with especial reference to the masterpieces read. 3 hours

PROFESSOR CONANT

German 7. **Scientific German**—This course is offered to those who desire practice in translating scientific German monographs and periodicals. 2 hours

PROFESSOR CONANT

GREEK

Greek 1. **Beginning Greek**—Allen, *First Year of Greek,* is covered in the semester. Open to all who do not present Greek for entrance. 5 hours

PROFESSOR BILLINGS

Greek 2. **Xenophon**—The *Anabasis* is read, the amount reading with the needs of the class. While the literary and historic interest of the work is exhibited, the primary aim of the course is to develop facility in the correct interpretation of the text. Practice in composition is continued. 5 hours

PROFESSOR BILLINGS

Greek 3. **Plato**—The readings embrace the *Apology,* the *Crito,* and selections from the *Phaedo.* Further practice in composition. 4 hours

PROFESSOR BILLINGS

Greek 4. **Homer**—Benner, *Selections from Homer's Iliad,* is used as a text. Usually the selections are read entire and one book of the *Odyssey* is covered. 4 hours

PROFESSOR BILLINGS

Greek 5 and 6. These courses are arranged to suit the needs of those who wish to do advanced work in Greek. The attention of students preparing for the ministry is drawn to courses that may be arranged in Biblical Greek.

PROFESSOR BILLINGS

Greek 7. **The Philosophy of Plato**—A knowledge of Greek is not required. The *Republic* in Jowett's Translation is used as a text, but selections from other dialogues are also read. 3 hours

PROFESSOR BILLINGS

Greek 8. **Aristotle**—A study of the *Ethics*. A knowledge of Greek is not required. Welldon's translation is used as a text. 3 hours

PROFESSOR BILLINGS

HISTORY

History 1, 2. **European History**—Courses 1 and 2 consist of a general review of European History from the fifth to the fifteenth centuries, and a more intensive study of the modern period from 1500 to 1914, covering the political history of the principal nations, as well as the larger social, economic, religious, and intellectual movements. Systematic training is given in acquiring and stating historical information. The course is concluded by a series of lectures on the leading historians of the nineteenth century. Collateral reading. Term paper. Text: Hayes, *A Political and Social History of Modern Europe.* 3 hours

PROFESSOR ABSHIRE

History 3, 4. **American History**—Courses 3 and 4 are designed to give the student a thorough knowledge of the history of America from the earliest times to the present day, with especial emphasis on the development of modern political and constitutional institutions. Collateral reading is so assigned as to introduce the student to the works of the leading modern authorities. Term paper. Text: *Riverside History of the United States.* 3 hours

PROFESSOR ABSHIRE

LATIN

Latin 1. **Cicero**— *Orations against Catiline, Pro Archia,* and *Pro Lege Manilia.* Composition based on Mierow, *Latin Syntax.* Required of all candidates for the A. B. degree who do not present Cicero for entrance. 5 hours

MISS TANSEY

Latin 2. **Vergil**—*Aeneid* 1-6; composition based on Mierow. Required of all candidates for the A. B. degree who do not present Vergil for entrance. 5 hours

MISS TANSEY

Latin 3. **Cicero's Essays**— The *De Amicitia* is read and studied in detail. The *De Senectute* is covered in rapid reading. Practice in composition is given in connection with a review of Mierow. Required for the A. B. degree. 4 hours

PROFESSOR BILLINGS

Latin 4. **Latin Verse**— Readings in *A Selection of Latin Verse,* edited by the instructors in Williams College. Further training in composition. 4 hours

PROFESSOR BILLINGS

Latin 5 and 6. These courses are arranged to suit the needs of those who wish to do elective work in Latin. Courses have been given in Horace, Vergil, Cicero's *Letters,* Tacitus, and advanced Latin Prose. 3 hours

PROFESSOR BILLINGS

LOGIC

(See Philosophy)

MATHEMATICS

Mathematics 1. **Algebra and Trigonometry**—(a) Review of factoring, fractions, radicals, theory of exponents, quadratics. (b) Trigonometry. Text: Conant, *Plane Geometry.* 4 hours

PROFESSOR F. F. HOOPER

Mathematics 2. **Analytic Geometry**—An elementary course covering the straight line and conic sections, with a study of a few higher plane curves. 4 hours

PROFESSOR F. F. HOOPER

Mathematics 3. **Analytic Geometry**—Same as course 2. 4 hours

PROFESSOR F. F. HOOPER

Mathematics 4. **Algebra**—Inequalities, progressions, theory of equations, infinite series, determinants, permutations and combinations, probability, etc. Text: Reitz and Crathorne, *College Algebra.* 4 hours

PROFESSOR F. F. HOOPER

Mathematics 5. **Calculus**—Differentiation and integration of functions with geometric and mechanical applications. Text: Snyder and Hutchinson, *Differential and Integral Calculus.* 3 hours

PROFESSOR F. F. HOOPER

Mathematics 6. **Calculus**—Course 5 completed. 3 hours

PROFESSOR F. F. HOOPER

Mathematics 7. **Differential Equations**—Ordinary and partial differential equations; applications to Geometry and Physics. Text: Cohen, *Differential Equations.* 3 hours

PROFESSOR F. F. HOOPER

Mathematics 8. **Differential Equations**—Course 7 completed. 3 hours

PROFESSOR F. F. HOOPER

PHILOSOPHY

Philosophy 1. **Logic**—The aim of this course is to promote clear thinking and to develop critical habits of thought. Course 1 is an elementary presentation of inductive and deductive reasoning, including practice in the syllogistic forms, logical analysis, and criticism of the most common fallacies. 3 hours

PROFESSOR W. W. HOOPER

Philosophy 2. **The Nature of Thought**—This includes a brief presentation of the nature of the thought-process and the laws of its development. It is designed as a further preparation for the study of psychology. 2 hours

PROFESSOR W. W. HOOPER

Philosophy 3, 4. **General Psychology**—In these courses are discussed: the physical basis of mental life; the constituents of mind; primitive physical elements; processes of mental elaboration; the several forms of perception, imagination, and memory; the processes of thought; sense-feelings, emotions, and volition. Brief consideration will also be given to the relation of each of these forms of mental activity to "individuality." Throughout the year. 3 hours

PROFESSOR W. W. HOOPER

Philosophy 5, 6. **Experimental Psychology**—The object of these courses is to analyze and illustrate the phenomena and processes of mental life. They present the essential features of apperception, perception, attention, the range of consciousness, and the relation of mental contents to physiological and physical processes. Their further purpose is to illustrate the facts and principles of psychology by leading the student to discover for himself the psychological facts upon which are based the principles of science, so that he may learn correct habits of inductive reasoning. These courses are given in connection with Courses 3 and 4.

2 hours

PROFESSOR W. W. HOOPER

Philosophy 8. **Ethics**— A general introduction to the subject, with a presentation of the principles and criticism of the leading ethical theories. While due attention is given to the theory of morals, much stress is placed upon the practical side of the subject, for the purpose of showing that the aim of conduct is no abstract virtue but fullness and richness of life. Lectures, recitations, and reading of ethical classics. 3 hours

PROFESSOR W. W. HOOPER

Philosophy 10. **Aesthetics**—The philosophy of the Beautiful. The outlines of the History of Aesthetics, the Theory of Beauty, and a discussion of the most important arts. One object of this course is to introduce the student to subjective realities, to show him the necessary connection and harmony between the objective and subjective world, and to prepare him for further philosophical study. 3 hours

PROFESSOR W. W. HOOPER

Philosophy 11. **History of Philosophy—Ancient and Mediaeval**—Lectures and reports. 3 hours

PROFESSOR W. W. HOOPER

Philosophy 12. **History of Philosophy—Modern**—Lectures and reports. 3 hours

PROFESSOR W. W. HOOPER

Philosophy 1, 3, 4, and 8 are offered each year; the other courses are given as conditions warrant.

PHYSICAL EDUCATION

The department of Physical Education endeavors to meet the needs of students in three ways: first, by giving each student a thorough physical examination and by advising in matters of health; second, by offering a series of systematic exercises; and, third, by offering instruction suitable for those who may later desire to supervise physical training in the schools or on public playgrounds.

Physical Education 1, 2, 3, 4. Required of all freshmen and sophomores. 2 hours

MISS HARING AND MR. JARRATT

Physical Education 5, 6, 7, 8. **Personal Hygiene**—These courses, consisting of textbook work and lectures, are required of those students physically unable to take the gymnasium work. 2 hours

MISS HARING

PHYSICS

Physics 1. **General Physics**—A theoretical and experimental study of the subject. The topics considered are mechanics, sound, and heat. Prerequisite, Mathematics 1 and 2. Text: Crew, *General Physics.* 4 hours

Physics 2. **General Physics**—Continuation of Physics 1. Electricity and light. 4 hours

Physics 3. **Magnetism and Electricity**—Lectures, recitations, and laboratory work. Prerequisite, Physics 1 and 2. 4 hours

Physics 4. **Light**—Lectures, recitations, and laboratory work. Prerequisite, Physics 1 and 2. Second semester. 4 hours

POLITICAL SCIENCE

(See Social Sciences)

PSYCHOLOGY

(See Philosophy)

SOCIAL SCIENCES

Economics 1. **Elements of Economics**—This course includes a brief sketch of economic history, noticing the stages of industrial development in England and the United States. The subject of private property is considered as to its grounds and limitations. Consumption, production, transportation of goods, and distribution are considered in detail, and some attention is given to money and banking, trusts and monopolies, labor and labor unions. A fuller discussion of these topics is reserved for other courses.

3 hours

PROFESSOR ABSHIRE

Economics 2. **Economic History of the United States**—A study of the industrial, commercial, and agricultural development of the United States, with emphasis upon contemporary economic problems. 3 hours

PROFESSOR ABSHIRE

Economics 3. **Money and Banking**—Monetary principles are examined in some detail; financial history of the United States is briefly surveyed; theory and practice of banking are treated.

2 hours

PROFESSOR ABSHIRE

Economics 4. **Taxation and Public Finance**—An inquiry both theoretical and practical, into the essential problems of governmental expenditure, taxation, budgetary legislation, and public credit. 2 hours

PROFESSOR ABSHIRE

Political Science 1, 2. **American Political Institutions**—A study of the origin, development, and practical working of American political institutions. The structure and machinery of federal, state, and municipal governments are examined. The purpose of this course is to prepare the students for the intelligent discharge of the duties of citizenship. Periodical reports are required, based upon personal observation of the machinery and operation of elections and of the institutions and conduct of local government. Texts: Student's edition of Bryce, *American Commonwealth;* Beard, *Readings in American Government and Politics;* Ray, *Political Parties and Practical Politics.* 2 hours

PROFESSOR ABSHIRE

Political Science 3. **Theory of the State**—A study of the nature, scope, and methods of political science; of the functions and sphere of the state; of citizenship and nationality; of constitutions; and a general study of the nature and development of political institutions. Text and readings. 2 hours

PROFESSOR ABSHIRE

Sociology 1. **Elementary Sociology**—A study of the development of society and its forms as related to modern life. Among the subjects discussed are the following: Population, social composition, socialization, co-operation, social nature, social mind, tradition, public opinion, social organization, tribal society, civiliza-
ports of visits to city institutions. 3 hours

PROFESSOR ABSHIRE

Sociology 2. **Practical Sociology**—Applications of sociological principles to practical social problems of today, with special reference to American conditions. Lectures, recitations, and reports of visits to city institutions. 2 hours

PROFESSOR ABSHIRE

SPANISH

Spanish 1. **Elementary Spanish**—Rudiments of grammar; rules of written accentuation; drill in pronunciation; colloquial exercises; Spanish readings; dictation. 4 hours

PROFESSOR HOOKE

Spanish 2. **Elementary Spanish**—Review of irregular verbs and of syntax in connection with the reading of Alarcón, *Novelas cortas,* Tamayo y Baus, *Más vale maña que fuerza,* and Galdós, *Doña Perfecta.* Free reproduction; dictation; easy sight reading. 4 hours

PROFESSOR HOOKE

Spanish 3. Alarcón, *Sombrero de tres picos;* Galdós, *Electra;* Valera, *Pepita Jiménez,* Gil y Zárate, *Guzmán el bueno.* Spanish conversation based on the texts read and on assigned topics; sight reading; translation largely eliminated. 4 hours

PROFESSOR CONANT

Spanish 4. **Classic Literature**—Selections from Lope de Vega, Calderón, Alarcón, Téllez, and Cervantes (*Don Quijote*). 4 hours

PROFESSOR CONANT

Spanish 5. **Commercial Spanish**—This course is intended for those desiring a practical knowledge of the language for business purposes. Mercantile periodicals and books are read and discussed in Spanish. 4 hours

PROFESSOR CONANT

Spanish 6. **Technical Spanish**—For those preparing for positions as mining experts or civil engineers in Spanish-speaking territory. Conducted like Course 5. 4 hours

PROFESSOR CONANT

Spanish 5 and 6 may follow Spanish 2, and are elective only.

NOTE—Such courses as War Aims and Military French, designed to meet the needs of the unit of the Students' Army Training Corps, are not listed because of their discontinuance.

DEGREES CONFERRED JUNE, 1918

DOCTOR OF DIVINITY

Alvin Chesley Goddard
Oliver Rule Tarwater

DOCTOR OF LAWS

Nathan Bachman
Francis Martin

BACHELOR OF ARTS

Mary Joy Bayless
Warren Sanders Gardner
Malcolm King Hooke
Horace Hamby
James Brett Kenna
Nita Marie Tansey
Margaret Elizabeth Hunt

BACHELOR OF SCIENCE

Harold Douglas Long
Lorine Livingston Pruette

BACHELOR OF LITERATURE

Fannie Winer
Avis Warrenfels

1918

REGISTER OF STUDENTS

Postgraduates

Laningham, Earl Cranston
Long, Harold Douglas

Seniors

Brown, Cooper Othneil
Burdick, Viola Margaret
Campbell, Mary Sophia
Carter, Ruth Williams
Duane, Hermione Sylvia
Fletcher, William James
Griffin, Helen Ingersoll
Harris, Ralph Emerson
Harris, Rhoton Sylvester
Longley, Ida Moore
Pedersen, Laura Mayne
Rogers, Hattie Nora
Shrode, Florence
Sowers, Blanche Olivia
Sowers, Lois Mildred

Juniors

Beckham, May Louise
Blair, Frances Allison
Cameron, Ann Marjory
Cardwell, Noel Hutsell
Clark, Alfred Loaring
Conn, Katherine Clinton
Hale, Holly Morgan
Harris, Ernest Edward
Hockings, John
Hunt, John Steger
Jones, Katie Pearl
Newell, Clyde Owen
Peacock, Charles King
Price, Reuben Holleman
Ross, Lanty Marion
Stoops, Elizabeth Jeanet
Storie, Thomas David

Sophomores

Atkins, Robert O'Keffe
Broyles, Joseph Warren
Burdick, Kate Vashti
Burdick, Nellie
Cagle, William Carl
Callaway, Joseph Sevier
Charlton, Laura Virginia
Colby, Benjamin Greebe
Ellis, Lee Elbert
Evans, Maxwell Skinner
Hixson, Percy
Jarratt, William Vincent, Jr.
King, Frances Elizabeth
Massey, Walter
Paul, George Hurst
Pickard, Leonard Alsman
Proffitt, Laurine
Silverman, Lillian Sadie
Smith, Walter Albert
Sorgenfrey, Estelle
Sussdorff, Mary Louise
Tatum, Eugene
VanZandt, Earl
Wassman, Edward
Wiley, William Leon
Williams, George Fred

Freshmen

Ashmore, Amy
Baker, William Boyd
Bass, Edward Denton
Bass, James Dewey
Bayless, Agnes
Bowman, Vyvien
Brashear, Mildred
Bretske, Rupert
Brown, Ada Elizabeth
Brown, Byrd
Brown, Ruth Mowbray
Brown, Sidney Keith
Cannon, Guilford McGee III.
Carpenter, Ralph Henry
Case, Mary Agnes
Cate, Richard Harry
Collins, Julia Elizabeth
Cooper, Paul Houston
Dodds, John Wesley
Driskill, Thomas Malcolm
Dunn, Harry
Dunwody, William Harvey
DuPre, Benjamin Addison
Evans, Theodore Isaac
Ferguson, Norman Elmo
Ferguson, William Ricker
Fine, Heyman Louis
Fleming, Barnwell George
Franklin, Roy Arthur
Genung, Clayton Ruel
Gillespie, Eugene
Goodrich, Carl Jim
Grote, Irvine Walter
Griffiss, John Carroll
Hackworth, James Leslie
Harbin, Lonnie
Harris, Fred Lynn
Hebert, August Christian
Hill, Margaret Josephine
Hill, Theodore Wesley
Hitzfeld, Caroline Mary
Hixson, Jack Doak
Hixson, Jerome Canady
Hughes, Dennis Newton
Hughes, William Brewer
Hull, Dorothy Elizabeth
Hunt, Anna Dozier
Johnson, Elizabeth Leach
Johnson, John Fred
Johnson, Lewis William
Johnson, Robert Lee
Kelly, Emma Jane
Knox, James
Kreisman, Maurice Earl
Leach, Marion Francis
Maury, Mary Wheeler
McCall, James Henry, Jr.
McClure, William Alexander
McKenzie, Lans Jeremiah
Nicholson, Jacob Harvey
Nugent, David Ernest
Null, Ama Lee
Nunley, Henry William
Palmer, Rebecca Alzea
Parnell, Nina Lee
Patterson, Elizabeth Victoria
Phillips, Clarence Thedford
Pirtle, William Ransom
Prigmore, Edwin Shelton
Proffitt, Genevra
Redd, Will Cooper
Reeder, William Nicholas
ReMine, John Cummings
Renfro, Reuben Chase
Reynolds, Roy Chandler
Reynolds, Wilbur Fayne
Rice, Louis Wood
Roth, Eric Kent
Sanders, James Ewing, Jr.
Saunders, Ellen Roberts
Saunders, John Turner
Scott, George Milton
Shanks, Cecil McKinley
Shipley, Anna Lee
Shuford, Lillian
Sims, Thomas Paul
Smith, Margaret Quantock
Smith, Marion Franklin
Sparkman William Washington
Sprinkle, Anna Pauline
Stanfield, Oliver Lee
Still, Clifford Herbert

Stivers, Ruth Caroline
Sullivan, William Trester
Tallant, James Glenn
Timmons, Lula Jane
Wardlaw, William Otis
Watson, Manley Arthur
Wheeler, John Paul
Williams, Thomas Belton
Winer, Morris
Wingard, Clement Hillier
Winkler, Joyce

Special Students

Emerson, Sarah Ruth
Ennis, Beulah Brown
Green, Nina Turner
Knox, Amilda Elizabeth
Parish, Amy
Rausen, Esther Rebecca
Spence, Winifred Electa
Stapp, Thomas
Wassman, Rachel Louise
Wolfe, Tallulah
Wood, Merle Marie

Summary

Postgraduates	2
Seniors	15
Juniors	17
Sophomores	26
Freshmen	103
Specials	11
Total	174

The Athens School

ATHENS
TENNESSEE

1918-1919

OFFICERS OF ADMINISTRATION AND INSTRUCTION.

FRED WHITLO HIXSON, D. D., LL.D.
PRESIDENT

JAMES L. ROBB, A. B.
DEAN.
Spanish and Education

A. B., Grant University; graduate study, University of Georgia.

DAVID A. BOLTON, A. M.
Mathematics

A. B., A. M., East Tennessee Wesleyan University.

E. C. FERGUSON, Ph. D.
History and Latin

A. B., A. M., University of Vermont; Ph. D., Boston University.

T. P. HAMBY, A. B.
REGISTRAR
Science

A. B., University of Chattanooga.

MRS. MINNIE YOUNG WARRINGTON, B. O.
French and English

Graduate of Belhaven College; B. O., New York School of Expression.

MARY JOY BAYLESS, A. B.
English and Physical Culture

A. B., University of Chattanooga.

A. C. Fleshman, Ph. D.

Education

A. B., George Washington University; Ph. D., New York University.

Frances Margaret Young

Methods and Expression

Carolyn A. Jenkins

Superintendent of Ritter Home

Lucy Webb Hayes Training School; Indianapolis Normal.

Frances Cullen Moffett, Mus. B.

Director of Music, Piano, and Harmony

Mus. B., Franco-American Conservatory of Music, Brooklyn, N. Y.

Mrs. Nellie P. Hedge

Voice

Oldham Conservatory, New York City.

Elizabeth Wilson

Domestic Arts

Student American School of Home Economics, Chicago.

Gertrude Budd, B. S.

Domestic Science

B. S., Ohio State University; Boston Y. W. C. A. School of Domestic Science.

Mrs. Eulalie M. Lowe

Stenography and Typewriting

Louisville Commercial College.

Adelaide Craig

Violin

The Athens School, University of Chattanooga.

ANITA WHITFIELD

General Assistant of Ritter Home

The Athens School, University of Chattanooga; Lucy Webb Hayes Training School.

MARY FORESTINA WAGONER

Kitchen Matron, Ritter Home

MAUDE SMITH

SECRETARY AND LIBRARIAN

The Athens School, University of Chattanooga.

MRS. M. Y. WARRINGTON, B. O.

Preceptress of Bennett Hall

MRS. SUSAN SMITH

Matron of Petty-Manker Hall

STANDING COMMITTEES OF FACULTY

Buildings and Grounds—D. A. Bolton, T. P. Hamby, M. V. Warrington

Entrance and Classification—J. L. Robb, D. A. Bolton, E. C. Ferguson, T. P. Hamby

Laroratories—T. P. Hamby, G. Budd

Publications—E. C. Ferguson, J. L. Robb

Social and Literary Events—C. A. Jenkins, M. Y. Warrington, J. L. Robb

Student Organizations—T. P. Hamby, M. J. Bayless, E. C. Ferguson

Library—E. C. Ferguson, F. M. Young

Athletics—J. L. Robb, M. J. Bayless

Discipline—D. A. Bolton, A. C. Fleshman, C. A. Jenkins

Employment—D. A. Bolton, T. P. Hamby, J. L. Robb

SCHOOL CALENDAR

1919—September 9, 10, Tuesday, Wednesday, Matriculation Days.
September 10, Wednesday, First Term begins.
October 30, Thursday, Sapphonian Society Annual.
November 24, Monday, Term Examinations begin.
November 26, Wednesday, First Term ends.
December 1, Monday, Second Term begins.
December 4, Thursday, Philomathean Society Annual.
December 20 to January 5 (inclusive), Christmas recess.

1920—January 6, Tuesday, Class Work resumes.
February 12, Thursday, Knightonian Society Annual.
March 3, Wednesday, Term Examinations begin.
March 5, Friday, Second Term ends.
March 8, Monday, Third Term begins.
March 25, Thursday, Athenian Society Annual.
April 2, Good Friday—Holiday.
May 26, Wednesday, Final Examinations begin.
May 30, Sunday, Baccalaureate and Annual Sermons.
June 2, Wednesday, Commencement Day.

GENERAL INFORMATION

ORGANIZATION

The Athens School of the University of Chattanooga is organized as a standard College Preparatory and Normal School. Graduates of its College Preparatory Course are admitted to college without examination. Its Normal Course is accredited by the State Board of Education of the State of Tennessee, graduates from this course receiving without examination certificates to teach in any county within the state.

LOCATION

The School is located in Athens, a progressive town of three thousand inhabitants, midway between Chattanooga and Knoxville, on the Southern and the Louisville and Nashville Railways. Athens has an altitude of 900 feet above sea level, and enjoys the advantages of pure air and water. It is practically exempt from epidemic diseases. The climate is mild, and every physical condition is favorable to student life.

In point of morals, the city can hardly be excelled, being unusually free from vice. It is well governed. A spirit of community pride and progressive civic organizations have wrought effectively to create a most desirable city of residence. There are four protestant churches, each having an attractive modern edifice. The citizens are cultured, cordial, and ready to extend any possible kindness to students.

GROUNDS, BUILDINGS, AND EQUIPMENT

The campus embraces about twenty acres. It is set with splendid trees, many of which are large and of great age. It is being improved each year by the addition of new plantings. Memorial gates and other monuments—gifts of graduating classes and

friends—add to its beauty. Good walks connect all the buildings, and lead to the main thoroughfares of the town. In addition to the eight buildings upon the campus, there are tennis courts and an athletic field. A panoramic view of the mountains is to be had from the various buildings. The plant is valued at $250,000.

Banfield Memorial Hall, the gift of Mr. William Banfield, is a brick and stone structure, three stories in height excluding basement. It provides accommodation for all the Science departments, two literary society halls, the library, recitation halls, and the office of the Dean. It is heated with steam and lighted with electricity. Much of the excellent laboratory equipment was provided by Mr. J. W. Fisher.

Old College Hall, the original building of the school, is a brick structure three stories in height, and contains two literary society halls, the study hall, and several class rooms.

Petty-Manker Hall, the newest building on the campus, is a fine four-story brick building costing over twenty-five thousand dollars. There is perhaps no better dormitory for boys in the country, as every convenience is provided. The rooms are well furnished and comfortable. Two single beds with springs and mattresses, a chiffonier, a combination table and book case, chairs, and rugs constitute the furniture of each room. Steam heat, electric lights, and hot and cold water faucets greatly enhance the comfort and convenience of these rooms. In addition to these features are good light, good ventilation, and ready access to shower baths on each floor. A competent matron is in charge, and one of the instructors also lives in the building. There is a large general dining-room on the first floor that will accommodate one hundred persons.

Bennett Hall, one of the halls of residence for young women, is a three-story building well situated, and provides a most comfortable and attractive home. It is well furnished, heated with steam, and lighted with electricity. Both single and double rooms are available. Occupants furnish their own linens.

The Chapel, a brick building with comfortable appointments, is used for the daily assembly, recitals, lectures, and commence-

ments and other school convocations. It is well lighted with electricity and equipped with a stereopticon.

Blakeslee Hall, the gift of Mr. and Mrs. C. S. Blakeslee, a two-story brick residence, located upon a commanding elevation among stately trees, adjoins the campus. It is the residence of the Dean.

Hatfield Hall, a dormitory for boys, has been thoroughly remodeled and the rooms made comfortable and sanitary. All necessary furniture, except bedding, is furnished by the School. Good stoves, electric light, and fuel, together with shower bath and all other necessary conveniences, are offered here at a very low rate. Young men rooming in Hatfield Hall may take tehir meals at Petty-Manker. If, however, a majority of the young men so desire, a co-operative boarding club may be organized, and the dining-room in the basement of Hatfield Hall may be used for this purpose.

The University owns some small cottages which are rented to self-boarding students at a low rate.

The Elizabeth Ritter Home, founded and maintained by the Woman's Home Missionary Society of the Methodist Episcopal Church, provides training in the various branches of household economics, and furnishes a safe and comfortable home for girls attending the School. Girls boarding here do not furnish any bed or table linens. The Home was opened in the autumn of 1891, with an enrollment of thirty girls. The Home having outgrown its accommodations, an annex, known as the Caroline C. Frazer Hall, was built in 1906-1907. Provision can now be made for one hundred girls. Accommodations are promised in the order in which applications are received, so that any girl desiring to board here should forward her application as early in the summer as possible. The Home is steam-heated and electric-lighted, the engine and boiler being outside the building, thus lessening the danger from fire. Excellent fire escapes are permanently attached to the building. For the purpose of aiding girls in securing an education and of giving training in domestic indus-

tries, Ritter Home is conducted on the co-operative plan. The members of the household have their daily duties, which are so distributed and directed as not to interfere with the school work. In connection with these duties, correct housekeeping is taught, and each girl is graded according to the merit of her work. Prompt response to this plan is as essential as attendance upon class work. Because of this co-operative plan, the special low rate of board is given, which includes room, fuel, light, and laundry privileges. A small amount of student aid is given to well recommended girls in need of it. Only those are considered who are prompt and regular in attendance, and whose class work and deportment are satisfactory. Those receiving scholarships are expected to remain the entire year. Besides instruction in general housekeeping duties, special courses are given in plain sewing and dressmaking, household economics, and sanitation and health. By the generosity of the late Captain H. S. Chamberlain, a beautiful sunny room has been fitted for the use of any who may become ill. A uniform dress has been adopted for street and church, consisting of a plain dark blue serge coat suit and college cap. The latter is bought at the Home. Every girl should bring with her a pair of rubbers, an umbrella, and two work aprons. All clothes should be plainly marked. Every girl should have a laundry bag and an ironing pad with her name on them.

Nowhere are the best influences in the formation of character more marked than in the Elizabeth Ritter Home. To this can testify hundreds of women scattered all over the nation, who received their training here.

For further information write Miss Carolyn A. Jenkins, Superintendent of Ritter Home.

LABORATORIES

The laboratories of the school, through the generosity of Mr. John W. Fisher, of the Board of Trustees, are unusually well equipped. The laboratory building contains a Bausch and Lomb projection apparatus for illustrating geographical, physiological, and industrial features.

The Chemical Loboratory is furnished with twenty-four desks for individual student use, each fitted with running water and sink, and is supplied with all standard apparatus and a full complement of reagents for qualitative and quantitative analysis.

The Physical Laboratory is equipped with flat-topped tables having suspension frames for supporting purposes, and with cases containing such apparatus as barometers, air pump, electric machines, X-ray, and wireless telegraphy, calipers, Milliken's modification of Atwood's machine, calorimeters, photometers, D'Arsonval's galvanometer, etc.

The Biological Laboratory and Museum contain cases of minerals and rocks, a collection of birds' eggs, skeletons of vertebrates, preserved specimens of invertebrates, Kny-Scherer models of the human body, five Bausch and Lomb compound microscopes, each equipped with one-sixth and two-thirds objectives, etc.

THE FOSTER LIBRARY

Mr. John W. Foster, now deceased, recently made a substantial donation toward the equipment of a library and reading room. For this purpose ample space is provided in the C. H. Banfield Hall. As opportunity offers, additions will be made to the valuable collection of books already on hand. Many of the leading papers and magazines are kept on file, and all the appointments of the Library are attractive.

STUDENT ORGANIZATIONS

Literary Societies

There are four Literary Societies organized under the laws of the institution: The Athenian and Philomathean for men; the Sapphonian and Knightonian for women. Each has a separate hall, tastefully furnished, for meetings, and an appropriate library. Experience has demonstrated the value of these organizations in developing literary taste, as well as ease and garcefulness of expression. Great interest has always been taken in this work by the students. Meetings are held every Friday evening at 7 o'clock. Each society entertains at an open meeting once a

year, and also gives an auual public program in the chapel. In connection with the commencement exercises the Societies give public programs.

RELIGIOUS LIFE

The student Y. M. C. A. and Y. W. C. A. have been very helpful in developing a moral and religious atmosphere in the institution. A short prayer meeting is held every morning before chapel during the school year. The ministerial students also meet one evening each week. Attendance on the daily chapel exercises is required of all students.

ATHLETICS

The School has always been a great advocate of wholesome athletics, and has given encouragement to the various athletic teams.

During the past year athletic activities were temporarily suspended among the boys, but will be resumed the coming year. The girls have had daily athletic training throughout the year, and the results have been most beneficial. One of the pressing needs which the near future must supply is a suitable gymnasium.

EXPENSES

The entire history of the school has been characterized by the efforts of its Trustees and faculties to reduce the cost of a liberal education to such low figures that no student need be deterred on account of his financial condition. It is a source of great satisfaction that the efforts made in this direction have been so successful that many students in the humblest circumstances have been enabled to obtain an education.

From the following table of expenses the actual outlay in any department may be readily computed:

Tuition in Normal Department, per term	$12.00
Tuition in Preparatory Department, per term	8.00
Tuition in Music, 1st and 2nd grades, two thirty-minute lessons per week, per term	14.00
Tuition in Music, 3rd and 4th grades, two thirty-minute lessons per week, per term	17.00

Tuition in Music, 5th and 6th grades, two thirty-minute lessons per week, per term	$21.00
Tuition in Elocution, two lessons per week, per term	14.00
Tuition in Art, per term	14.00
Tuition in Violin, per month	5.00
Incidental Fee, paid by all, per term	4.00
Laboratory Fee in Chemistry, per term	2.75
Laboratory Fee in Physics, per term	1.50
Laboratory Fee in Physiology and Physical Geography, per term	1.00
Laboratory Fee in Agriculture, per term	1.00
Diploma Fee	5.00
Room in Hatfield Hall, per month	1.50
Room in Petty-Manker Hall, per month	3.50
Room for self-board, with heavy furniture, per month	1.00
Students board themselves at a weekly expense of	2.00
Room in Bennett Hall, per month	3.50
Board and Room in Ritter Home, per week	2.00
Board in Petty-Manker Hall, per week	3.00

NOTE—The scholastic year of thirty-six weeks is divided into three terms. All charges for tuition, incidentals, and rents must be paid in advance, and no instructor will receive a student into his class except upon the presentation of a ticket showing that a settlement has been made with the treasurer. No money is refunded when a student leaves before the end of a term, except in case of illness.

BENEFICIARY FUNDS AND SCHOLARSHIPS

The Henrietta Banfield Memorial Fund—The annual interest on five thousand dollars is now available to apply on the tuition of a few needy deserving students. This bequest is in the memory of the deceased wife of Mr. William Banfield, one of the generous Trustees of the University.

The A. Caroline Knight Memorial Fund—By terms of the gift, five per cent. of the inventoried value of this fund is given each year to some worthy and needy student or students.

Odd Fellows' Scholarship—The Grand Lodge of Odd Fellows of the State of Tennessee is entitled to four perpetual scholarships. These are granted to the children of deceased Odd Fellows resident in East Tennessee. The beneficiaries are chosen, as far as practicable, from different sections of East Tennessee, by a trustee of the Lodge. The trustee furnishes a certificate of selection

which admits the student to the school, provided he conforms to its regulations. Students entering with these scholarships are perpetually exempt from paying tuition and incidental fees in the Preparatory Course.

Ministers' children and candidates for the ministry are exempt from paying tuition, but they are required to pay all other fees.

No scholarships are available for students classified below the first preparatory year. Students expecting scholarships must make good records in class standing and deportment.

There are no free scholarships other than those above listed.

FINANCIAL AID

The Board of Education of the Methodist Episcopal Church through its loan fund renders a limited amount of financial aid annually to worthy students. Application for this should be made to the Dean.

PRIZES

Through the generosity of Mrs. J. A. Patten, of Chattanooga, the prizes of fifteen and ten dollars for oratory, established years ago by Mr. Patten, are to be continued.

One representative from each of the classes of the school will take part in the contest.

TERMS OF ADMISSION

Candidates for admission must present certificates from reputable schools, or take a preliminary examination on entrance. Such preliminary examinations will be held at the beginning of each term.

Students desiring to enter the Normal Course must have graduated from a Class 1 High School. For admission to the Academic or College Preparatory Course, one must have completed the common school course. Especial emphasis is placed on the thorough-

ness of the preparation in common English, and any candidate for matriculation who can not read or spell well is required to enter the classes where these subjects are taught.

In every instance, testimonials of good moral character must be furnished. For the scholastic requirements, see courses of study as printed in this catalogue.

Students offering credits from other schools will be furnished with credit blanks, which they must have filled out and signed by the principal of the school from which they come.

On the day of registration, each instructor will be in his class room to render assistance to any pupil concerning the work of the term or year. After matriculation, each student is regarded as a member of the school until excused by the Dean or the faculty.

Candidates for admission must present a certificate of health, to the effect that they are not suffering from any communicable disease and that they have not recently been exposed to any contagion.

RULES AND REGULATIONS

The policy of the School is to have the fewest rules and regulations consistent with good order and wholesome conditions. Naturally, where a large number of young people are associated together, certain regulations must be in force which would not be necessary if one individual only were concerned, but to a right-minded youth none of the restrictions or requirements will prove burdensome.

All duly announced regulations, whenever made, are as binding as if printed in the catalogue.

The following rules are in force, and all students must, upon entering, agree to observe them:

1. Students are required to register and adjust their bills immediately upon arrival.

2. Outside students not living with their parents are subject to the same general regulations as those who board in the dormitories, and non-boarders must not visit the boarding halls during study hours without permission.

3. Strict observance of both day and evening study hours and of the hour for retiring is required of all pupils, boarders or otherwise, who are not living with their parents.

4. Study hours are from 8:15 a.m. to 11:45 a.m.; from 1:15 p.m. to 3:30 p.m.; and from 7:00 p.m. to 9:30 p.m.

5. Lights are to be out at 10 p.m.

6. Students are not allowed off the campus during study hours nor after 9:30 p.m., except by permission.

7. Lack of preparation, or a desire to perform some other school duty, will not be sufficient cause for absence from regular school exercises.

8. Studies must not be dropped or new ones taken up without permission from the Dean.

9. All excuses from school duties are to be obtained beforehand if possible, and in no case must they be deferred beyond the day following the absence.

10. No student may withdraw, except at the close of the term, unless excused by the Dean. Students must not be absent from town without permission. Suspension and even expulsion may follow violation of this rule, especially in the case of minors.

11. Instruction from teachers outside the School will not be allowed except by permission; nor shall any person not regularly enrolled as a pupil of the School receive instruction from any teacher of the School except by permission.

12. Rooms must be in order for inspection before 8:00 a.m., and free access allowed officers and teachers at all times.

13. Card playing, dancing, and attendance upon dancing parties are prohibited.

14. The use of tobacco in any form is prohibited in the School buildings and on the campus and athletic field.

15. Profane or indecent language and visiting pool rooms will not be tolerated.

16. To insure the general safety of all, no student is allowed

to have in his possession firearms, or gunpowder or other explosives.

17. Students who are minors must not contract debts of any kind, nor sell nor trade their property, nor lend nor borrow money, without written permission from parents or guardian, which must first be shown to the Dean.

18. Mixed parties of students are not allowed to go on picnics or excursions except by permission, and then only when attended by a member of the faculty.

19. Nothing shall be presented at any public exercise of the school which has not been passed upon by the Dean, or a designated member of the faculty.

20. The literary societies must not contract debts of any kind without the consent of the Dean, and in all matters are under the control of the faculty.

21. No student will be graduated whose indebtedness to the School, or to his or her society, is not paid or provided for.

22. All students are required to attend church on Sunday morning.

23. For the violation of the above or other regulations, students will be liable to demerits, fines, private or public reproof, suspension, or expulsion.

COURSES OF INSTRUCTION

The School offers three regular courses and seven special courses. The regular courses are as follows:

1. **The College Preparatory Course** of four years of thirty-six weeks each, preparing for both the classical and the scientific courses in college, also for medical college.

At the completion of this course, the student is given a diploma which will admit him to any college in the South without examination, the preparatory department being on the list of accredited schools of the Southern Association of Colleges and Preparatory Schools.

2. **The Academic Course** of four years of thirty-six weeks each. This course is to prepare teachers for the elementary schools of the state.

At the completion of this course, the student is given a certificate which will admit him to the Normal Course in any standard Normal School, and entitle him to receive, without examination, a state certificate to teach in any of the elementary schools of the State, the same to be granted under the authority of the State Superintendent of Public Instruction. A one-year course is provided for graduates of Class 1 High Schools.

3. **The Normal Course** of two years of thirty-six weeks each. This course is to prepare teachers for the public schools of the state.

At the completion of this course, the student is given a diploma which is a life certificate of qualification to teach in any of the schools of the state except county high schools of the first class.

The special courses include the following:

Piano—

1. Students completing Grade IV will be given a certificate.
2. Students completing Grade V will be given a diploma.

Voice—

1. A teacher's certificate is given at the end of the third year.
2. A graduate diploma is given at the end of the fourth year

Violin—

1. A certificate is given at the end of the third year.
2. A diploma is given at the end of the fourth year.

Domestic Science—

A diploma is given at the end of the third year.

Domestic Art—

A certificate is given at the end of the second year.

Expression—

1. A certificate is given at the end of the third year.
2. A diploma is given at the end of the fourth year.

Commercial—

1. A certificate is given at completion of the three-year course.
2. A certificate is given at completion of the one-year course.

CREDITS

The unit of credit is the equivalent of one recitation a week for one term. In all special subjects—such as cookery, sewing, writing, drawing, industrial arts, and all laboratory work—the "credit" is one-half the equivalent of one recitation period per week for one term.

The minimum requirements for the completion of the Academic Course are 240 "credits."

The minimum requirements for the completion of the Normal Course are 120 additional "credits."

REQUIREMENTS FOR GRADUATION

1. **College Preparatory Course**—A total of sixteen units, as defined by the Carnegie Foundation, is required for graduation from this course, of which certain units are required and others elective, as indicated in the course of study. The Pre-Medical Course requires additional units.

2. **Academic Course**—(a) Graduates of a first-class high school, or the equivalent, who are candidates for the Normal Diploma, may receive the Academic Certificate by meeting the requirements of the one-year course.

(b) Students who have had no high school work, or only a portion thereof, will be given the Academic Certificate upon the completion of all the work given in the Four-Year Academic Course.

3. **Normal Course**—Graduates of first-class accredited high schools who are candidates for the Normal Diploma will be admitted to the Junior Year with conditions as follows: Primary Methods, 5 credits; Grammar Grade Methods, 5 credits; Education III, 5 credits; Education IV, 5 credits; Music, 4 credits; Drawing, 3 credits; total, 17 credits. They may be conditioned also in American History and Civics, 10 credits, and Physiology and Hygiene, 3 credits, if they have not had these subjects in their high school course.

Special Certificates and Diplomas—Special certificates and diplomas will be awarded to students who have completed the required work in the departments of piano, voice, violin, commercial subjects, domestic science and domestic arts, and expression.

RECITATIONS AND EXAMINATIONS

Each student must have not less than fifteen nor more than twenty recitations per week, except by special permission of the faculty. A record is kept by each instructor, showing the grade of each student's daily work, and this, together with the result of a thorough written examination at the end of the term, must show

an average of at least 70 on a scale of 100 before the student can be passed in any study. Reports of scholarship and deportment are made out for each student at the close of the term.

In recording grades, letters are used with the following significance:

A+ _____95 to 100—Excellent.
A_____90 to 95—Very Good.
B_____80 to 90—Good.
C_____70 to 80—Fair.
D_____Below 70—Failure.

Any student desiring examination in any subject except at the hour of class examination, is required to make application to the faculty. If the request is granted, a fee of one dollar per recitation hour will be charged. Examinations for conditioned students will be held at the beginning of each term.

It is very important that students enter classes at the beginning of the term, and keep in mind that constant, prompt attendance is necessary for the attainment of high grades. Students must not leave classes, nor take up new studies, except upon written approval of the proper officers.

COURSES OFFERED

AGRICULTURE

1. Elementary
2. Field Crops
3. Animal Husbandry
4. Horticulture

BOOKKEEPING

1. Elementary
2. Advanced
3. Penmanship

DRAWING

1. Elementary
2. Advanced

EDUCATION

1. History of Education
2. Elementary Psychology
3. School Management
4. Rural Sociology
5. General Psychology
6. Child Study
7. School Administration
8. School Sanitation
9. Educational Psychology

ENGLISH

1. Composition and Rhetoric
2. Composition and Rhetoric
3. English Literature
4. American Literature
5. Rhetoric
6 Teaching Literature
7. Advanced Grammar

EXPRESSION

1. First Year
2. Second Year

FRENCH

1. First Year
2. Second Year
3. Third Year

HISTORY

1. English
2. Ancient
3. European
4. Bible
5. American
6. Civics
7. Teaching of History

HOME ECONOMICS

1. Elementary Cooking
2. Elementary Sewing
3. Advanced Cooking
4. Advanced Sewing
5. Third Year Cooking

LATIN

1. First Year
2. Caesar
3. Cicero
4. Vergil

MATHEMATICS

1. Arithmetic-Algebra
2. Algebra
3. Plane Geometry
4. Algebra
5. Solid Geometry
6. Trigonometry
7. Teachers' Arithmetic

METHODS

1. General
2. Primary
3. Grammar School
4. Acad. Orserva. Practice
5. Senior Observa. Practice

PHYSICAL EDUCATION

1. First Year
2. Second Year
3. Playground Methods

SCIENCE

1. General Science
2. Biology
3. Physics
4. Chemistry
5. Teacher's Geography

SPANISH

1. First Year
2. Second Year
3. Third Year

STENOGRAPHY

1. First Year
2. Second Year

TYPEWRITING

1. First Year
2. Second Year

COLLEGE PREPARATORY COURSE

FIRST YEAR

Required	Elective
First Term—	
English Composition and Classics	
Elementary Algebra	
First Latin or English History	
General Science	

Required	Elective
Second Term—	
English Composition and Classics	
Elementary Algebra	
First Latin or English History	
General Science	
Third Term—	
English Composition and Classics	
Higher Arithmetic	
First Latin or English History	
General Science	

SECOND YEAR

First Term—	(Take 2)
English Composition and Classics	Caesar
Algebra	Ancient History
Second Term—	Biology
Same as first term	
Third Term—	
Same as first term	

THIRD YEAR

First Term—	(Take 2)
English Literature and Classics	Cicero's Orations
Plane Geometry	Physics
Second Term—	European History
Same as first term	French or Spanish
Third Term—	
Same as first term	

FOURTH YEAR

First Term—	(Take 3)
American Literature and Classics	Advanced Algebra
Second Term—	Chemistry
Same as first term	Bible History
Third Term—	Vergil
Same as first term.	French or Spanish
	Third Term—
	Solid Geometry in place of Algebra

(Note—Chemistry or Physics is required of all; four years of foreign language is required of all; in the classical course the four years must be all Latin. Solid Geometry is required in the Scientific Course.)

ACADEMIC COURSE

FIRST YEAR

(60 credits required)

Required	Elective
First Term—	
English Composition and Classics (5)	
Higher Arithmetic (5)	
First Latin or English History (5)	
General Science (5)	
Second Term—	
English Composition and Classics (5)	
Higher Arithmetic (5)	
First Latin or English History (5)	
General Science (5)	
Third Term—	
English Composition and Classics (5)	
Algebra (5)	
First Latin or English History (5)	
General Science (5)	

SECOND YEAR

(60 credits required)

First Term—

English Composition and Classics (5)
Algebra (5)
Biology (5)
Caesar or Ancient History (5)

Second Term—

English Composition and Classics (5)
Algebra (5)
Biology (5)
Caesar or Ancient History (5)

Third Term—

English Composition and Classics (5)
Algebra (5)
Biology (5)
Caesar or Ancient History (5)

THIRD YEAR

(51 credits required; 15 credits elective)

Required	Elective
First Term—	
English Literature and Classics (5)	Cicero's Orations (5)
History of Education (5)	Agriculture (5)
Plane Geometry (5)	Domestic Science (5)
Public School Music (2)	Physics (5)
	European History (5)
Second Term—	
English Literature and Classics (5)	Cicero's Orations (5)
History of Education (5)	Agriculture (5)
Plane Geometry (5)	Domestic Science (5)
Public School Music (2)	Physics (5)
	European History (5)
Third Term—	
English Literature and Classics (5)	Cicero's Orations (5)
Plane Geometry (5)	Agriculture (5)
Rural Sociology (5)	Domestic Science (5)
Public School Music (2)	Physics (5)
	European History (5)

FOURTH YEAR

(51 credits required; 15 credits elective)

Required	Elective 1st and 2nd Terms
First Term—	
American Literature and Classics (5)	Advanced Algebra (5)
Elementary Psychology (5)	Chemistry (5)
General Methods (5)	Vergil (5)
Expression (2)	French (5)
	Spanish (5)
Second Term—	
American Literature and Classics (5)	Bible History (5)
Primary Methods (5)	Domestic Science (5)
Expression (2)	Manual Training (5)
	Agriculture (5)
Third Term—	
American Literature and Classics (5)	Same as above, except Teachers' Arithmetic instead of Advanced Algebra.
School Management (5)	
Observa. and Practice Teaching (5)	
Expression (2)	
(Physics or Chemistry required)	

NORMAL COURSE

JUNIOR YEAR

(51 credits required; 15 credits elective)

Required	Elective
First Term—	Agriculture (5)
Rhetoric (5)	Manual Training (5)
General Psychology (5)	French (5)
Physical Education (2)	Spanish (5)
Second Term—	Domestic Arts (5)
Rhetoric (5)	American History (5)
General Psychology (5)	Trigonometry (5)
Teachers' Arithmetic (5)	
Physical Education (2)	
Third Term—	
Rhetoric (5)	
Teachers' Geography (5)	
Physical Education (2)	

SENIOR YEAR

(46 credits required; 20 credits elective)

First Term—	
Teaching of Literature (5)	Agriculture (5)
Child Study (5)	Civics (5)
School Sanitation (5)	French (5)
Drawing (2)	French (5)
Second Term—	Spanish (5)
Teaching of Literature (5)	Domestic Arts (5)
School Administration (5)	
Educational Psychology (5)	
Drawing (2)	
Third Term—	
Advanced Grammar (5)	
Observa. and Practice Teaching (5)	
Drawing (2)	

ONE-YEAR ACADEMIC COURSE

(Open to graduates of first-class high schools)

First Term—

General Psychology (5)
Primary Methods (5)
Rhetoric (5)
Teachers' Arithmetic (3)

Expression (2)
Drawing (2)

Second Term—

General Psychology (5)
General Methods (5)
Grammar Grade Methods (5)
Rhetoric (5)
Teachers' Geography (3)

Third Term—

School Management or School Administration (5)
Observation and Practice Teaching (5)
Teaching of Literature (3)
Public School Music (2)
Drawing (2)

PRE-MEDICAL COURSE

(Open to graduates of high schools)

FIRST YEAR

Rhetoric
Chemistry
French, Spanish, or Latin
Advanced Algebra or History

(Solid Geometry in third term.)

SECOND YEAR

First Term—

Physics
Organic Chemistry
Psychology
French, Spanish or Latin

Second Term—

Physics
Psychology
Bible Literature
French, Spanish, or Latin

Third Term—

Physics
Psychology
Bible Literature
French, Spanish, or Latin

COMMERCIAL COURSE

FIRST YEAR

REQUIRED

English Composition and Classics
Elementary Algebra and Arithmetic
Bookkeeping
General Science or English History
Spelling

SECOND YEAR

English Composition and Classics
Algebra
Bookkeeping
Typewriting
Spelling

THIRD YEAR

English Literature
Stenography
Typewriting
Commercial Law
Spelling

ONE-YEAR COMMERCIAL COURSE

(Prerequisite of two years high school work)

Bookkeeping
Stenography
Typewriting
Commercial Law
Spelling
English Literature

DESCRIPTION OF COURSES

AGRICULTURE

1. **Elementary Agriculture**— This course gives a general survey of the conditions of the farm. It includes a study of soils, farm crops, animal husbandry, dairy husbandry, and horticulture.

Text: Sowder, *Elementary Practice in Agriculture.*

2. **Field Crops**—This is an intensive study of the various crops to be grown, such as corn, wheat, oats, barley, rye, flax, cotton, legumes, crop rotation, and weeds.

Text: Wilson and Warburton, *Field Crops.*

3. **Animal Husbandry**—This course takes up a general study of the care, feeding, and judging of live stock, with special attention to poultry, hogs and cows.

Text: Harper, *Animal Husbandry for Schools.*

4. **Horticulture**— Garden planning, planting, culture, diseases and insects, and pruning of fruit are the principal topics of this course.

Texts: Bailey, *Principles of Fruit Growing;* Lloyd, *Productive Vegetable Growing.*

DRAWING

1. This course is intended to enable the teacher to illustrate clearly and appropriately by sketches on the board or paper. It includes: Mechanical and freehand perspective; freehand application of drawing in outline and values, using geometric solids and still life forms; blackboard drawing; sketching of flowers, fruits, grasses, and seedpods; studies of animals and figures in action.

2. This course is a continuation of the work begun in Course 1, adding some work in color.

COMMERCIAL SUBJECTS

MRS. LOWE

In the Commercial Department is taught a new and modern system of Shorthand, istroducing new methods and abbreviations and shorter form in common use, especially contractions adapted to court reporting, etc.

Typewriting

We teach the Touch System; in fact, it is the only system worth learning. This system, besides yielding a far greater degree of accuracy than the sight system, enables the operator to acquire much greater speed in transcribing his notes, and in doing copying of any kind. It is the aim of this department to thoroughly drill the students of shorthand and typewriting in Actual Business Letter Writing, covering forty-two branches of business.

Bookkeeping

1. This course first gives an introduction to business and business methods, which is followed by single entry bookkeeping and then by some work in double entry. Business correspondence is also fully treated.

Texts: Teller and Brown, *Business Course;* Williams and Roger, *First Steps in Bookkeeping.*

2. This course is a continuation of Course 1, taking up more difficult sets of books in double entry. It also includes a study of commercial law.

Penmanship—This course is intended for those students who expect to teach writing.

DOMESTIC ART

MISS WILSON

1. **Elementary Sewing**—Stitch forms, hemming, seams, bands, sewing on buttons, hooks and eyes, patching, darning, etc. Four periods per week.

2. **Advanced Sewing**—The making of undergarments, shirtwaists, skirts, and dresses. Four periods per week. Students are required to furnish all working materials. Fees for students not living in Ritter Home, $1.00 per term.

In the sewing department each girl is allowed to put a part of her time in the sewing classes upon her own wardrobe, so that she can be well dressed for the mere cost of materials.

DOMESTIC SCIENCE

Miss Budd

1. A study of the foods and the principles involved in their preparation. Two double periods per week. Laboratory fee, 50 cents per term.

2. A study of the home, including an elementary course of Household Sanitation, Management and Decoration. Three recitation periods per week.

3. A continuation of Course 1, including work in advanced cooking, and the planning and preparation of meals. One afternoon per week. Laboratory fee, $1.00 per term.

A limited number of pupils not living in Ritter Home will be admitted to courses in Household Economics at a special rate of $3.00 per term.

EDUCATION

Dr. Fleshman, Dr. Ferguson, Dean Robb

1. **History of Education**—Text: Graves, *Student History of Education.* Ten credits.

The aim of this course is to give students a sufficient knowledge of educational thought to enable them to better understand our educational system of today, and give them a proper perspective.

2. **Elementary Psychology**—Text: Colvin and Bagley, *Human Behavior.* Five credits.

The aim of the course is to formulate psychological prin-

ciples and to provide information that may be applied to the solution of problems in teaching. Special effort is given to the emphasis of topics that are most closely related to the practical knowledge of every day life. Among these are instinct, habit, feeling, memory, attention, the nervous system, economy in learning.

3. **School Management**—Text: Bagley, *Classroom Management.* Five credits.

This course includes a study of the fundamental problems of school management, both within the school room and without. It is intensively practical, teaching fully the kind of problems which are sure to be encountered by the teacher in the management of a school.

4. **Rural Psychology**—Text: Cubberley, *Rural Life and Education.* Five credits.

This course aims to give students a knowledge of rural conditions and plans for the reorganization of rural schools that they may function more largely in the life of the community.

5. **General Psychology**—Text: Angell, *General Psychology.* Ten credits.

The development and training of the senses, the three phases of mind, imagination, judgment, reasoning, the will, character, discipline, definitions and explanations of technical terms. The pupil is confronted with actual problems, written exercises, themes, debates.

6. **Child Study**—Text: Terman, *The Hygiene of the School Child.* Five credits.

This course is a study of the stages of evolution of the physical and mental nature of the child, including the prominent features of adolescence.

7. **School Administration**—Text: Colgrove, *The Teacher and the School.* Five credits.

This course deals primarily with the various administrative features of schools, including a study of school officials—local,

state, and national—their duties and jurisdiction; of school law, school finance, buildings, and equipment.

8. **School Sanitation**—Text: Dressler, *School Hygiene.* Five credits.

This course includes a study of the physical features of the school such as heating, lighting, and ventilation or building; the water supply; the improvement of health conditions of the students in general.

9. **Educational Psychology**—Text: Horne, *Psychological Principles of Education.* Five credits.

This course seeks to apply the principles of child phychology to the learning and teaching processes.

METHODS

MISS YOUNG

1. **General**—Text: Strayer's Course.

A careful study of the aim of education, the factors conditioning the teaching process, valid methods of instruction, as well as the technique to be used. The drill lesson, inductive and deductive reasoning, social phases of the recitation, physical welfare of children, moral training, lesson plans.

2. **Primary**—This course deals with the teaching of reading, language, spelling, numbers, and handwork in primary grades. Five credits.

3. **Grammar School**—The content and methods of teaching grammar-school subjects—arithmetic, geography, reading and language. Five credits.

4. **Academic Observation and Practice Teaching**— Five credits.

This course is for the students who desire to receive an academic certificate, and consists of observing the work done in the various grades and in actual practice in teaching certain grades.

5. **Senior Observation and Practice Teaching**—Five credits.

This course is open only to those students who are applicants for the Normal School diploma. It is required of such applicants.

ENGLISH

MISS BAYLESS AND MRS. WARRINGTON

1. **English Composition and Classics**—The essentials of grammar are first reviewed. Attention is given to the correction of common errors in speech and writing.

Much practice in oral and written composition is required.

Classics—

First Term—Study: *Courtship of Miles Standish; Evangeline;* Reading: *Treasure Island.*

Second Term—Study: *Ivanhoe.* Reading: *Sketch Book.*

Third Term—Study: *Merchant of Venice.* Reading: *Tale of Two Cities.*

Text: Brooks, *Composition,* Book One.

2. **Composition and Rhetoric**—A careful study of the four forms of discourse as well as grammar and diction, including the drama, the novel, the short story, the essay and poetry, to cultivate an appreciation of these forms of literature. The pupil is encouraged to be constructive rather than imitative. Written and oral themes three times a week throughout the year. Quotations from the best literature.

Reading: *Macbeth; Enoch Arden; Tale of Two Cities; Vision of Sir Launfal; Cranford.*

Study: *Merchant of Venice; Silas Marner; Lady of the Lake; Thanatopsis; Elegy in a Country Churchyard; She Stoops to Conquer.*

Text: Brooks, *Composition,* Book Two.

3. **English Literature**—This course includes a careful study of each epoch from the Anglo-Saxon period through the Victorian Era; a biography of every important writer; a study and analysis of some of the best works of each author. Essays and debates on subjects studied. The aim is to encourage every student to know

literature both historically and personally; to enjoy as well as understand it; to desire to read good books, and to form his own opinion about what our Anglo-Saxon writers called "the things worthy to be remembered."

Text: Long, *English Literature.* A number of classics are read and studied.

4. **American Literature**—A thorough study of the lives of the chief American authors is first required. The best works of the writers are then read and studied. The purpose of this course is to give the student an intimate knowledge of the best American literature.

Reading and Study: *House of Seven Gables; Deerslayer; Gold Bug; Fall of the House of Usher; Autobiography;* Emerson's *Essays; Selections* from Mark Twain and Joel Chandler Harris; the best poems of the chief American poets. Text: Halleck, *American Literature.*

5. **Rhetoric**—Text: Genung, *Practical Elements of Rhetoric.* This is an advanced study of rhetorical principles, with practice in punctuation, letter writing, narration, description, and exposition upon subjects suited to the student's attainments.

6. **Teaching Literature**—This is a course in the selection and classification of literature suited to the grades, in story telling, and in the methods and practice of teaching both prose and poetry.

7. **Advanced Grammar**—An intensive course in the subject matter of grammar from a practical standpoint. The relation of the technical to the practical is stressed. Text: Kittredge and Farley, *Advanced English Grammar.*

EXPRESSION

Miss Young

The purpose of this department is to give thorough training in the technic and art of natural expression, to develop the possibilities and remove hindrances of students; to make natural readers; to encourage a love and appreciation of good literature

through vocal interpretation; to prepare students for effective work as readers and teachers of expression and literature.

Students' recitals will be given occasionally to stimulate the pupils and give ease and confidence of manner before an audience.

1. Physical training, poise, relaxing and energizing exercises, breathing exercises, phrasing, bodily expression, voice reading, tone production, volume, range, and agility, life study. Repertoire.

Reading, phrasing, emphasis, inflection, enunciation, study of Longfellow and Tennyson.

2. Elements of oratorical action, principle of form, vocal formation.

Study in melody and inflection, minor inflection, tone color, study and delivery of selections. Repertoire.

Two years of advanced individual work for those desiring it.

FRENCH

MRS. WARRINGTON

1. **Beginners' Course**—Grammar and exercises; drill in pronunciation; memorizing of easy colloquial sentences; selections from French reader.

2. **Grammar Continued**—Review of the irregular verbs; acquisition of the most important rules of syntax; Daudet, *Trois Contes Choisis,* or about fifty pages from a French Reader; Mérimée, *Colomba.* Free reproduction and composition based on texts read; dictation.

3. **Sight Reading**—Prose composition; conversation; songs and story telling; modern prose selections from Hugo, Balzac, Mérimée, and other writers.

HISTORY

DR. FERGUSON

The mode of instruction in History is by a combination of the recitation and lecture methods. Each student is required to

keep a notebook. Frequent reports, based on collateral reading, are required. The correlation of geography and history is stressed.

1. English History through the First Preparatory Year. Text: Cheney, *Short History of England.*

2. Ancient History through the Second Preparatory Year Text: Morey, *Outline of Ancient History.*

3. European History through the Third Preparatory Year. This work begins with Charlemagne and continues to the present history of Europe. Text: Harding, *Essentials of Mediaeval and Modern History.*

4. English Bible through the Fourth Preparatory Year. Text: The Bible; Moulton, *Literary Study of the Bible.*

5. American History through the Fifth Year. Texts: Muzzey, *American History;* Woodrow Wilson, *History of the American People.*

6. **Civics**—Text: Ashley, *American Government.*

7. **Method in History**—Text: Hinsdale, *How to Study and Teach History.*

LATIN

Dr. Ferguson

1. Constant drill is given on the inflected forms. Students are taught to build up the word from the root itself. All the important points of syntax are studied, and constant reviewing is required. Strict attention is given to a correct pronunciation according to the Roman method, to accentuation, and to quantity. The class work appeals both to the ear and the eye, the composition work being both oral and written. In all the translations into English, a pure idiomatic use of the English language is required throughout the entire four years' course.

Text: Pearson, *Essentials of Latin.*

2. **Caesar**— *Gallic War,* 1-4; prose composition.

3. **Cicero**—*Cataline,* 1-4; *Archias, Manilian Law;* prose composition.

4. **Vergil**—*Aeneid,* 1-4; Mythology; prose composition.

MATHEMATICS

PROFESSOR BOLTON

1. Elements of Algebra in the first and second terms of the first year; during the third term, Arithmetic from percentage. Frequent emphasis will be given to analytical processes; also to accuracy and thoroughness in oral and written statements. All students who purpose entering the elements of Algebra, or Arithmetic beginning at percentage, will be required to take an examination on the fundamentals of arithmetic preceding percentage.

Text: Smith, *Algebra for Beginners.*

2. *First Term*—Literal numbers; positive and negative numbers; the four fundamental processes; uses of parentheses; simple equations of one unknown with integral or fractional coefficients; and the solving of the simple literal formulas.

Second Term—Special products and factoring; highest common factor and lowest common multiple; reduction and fundamental operations of fractions; simple equations—fractional and literal in one unknown; graphical representation.

Third Term—Simultaneous linear equations; quadratic equations; imaginary roots; advanced factoring; ratio, proportion, and variation; powers and roots; graphical solutions.

Text: Wells and Hart, *First Year Algebra.*

3. **Plane Geometry**—*First Term*—Introduction, or preliminary course, followed by Book 1 on rectilinear figures. Students are required to do much constructive work, and to give full and formal proofs of many original exercises.

Second Term—Book 2—The circle; relation of circles; tangents; secants; measurement of angles; original exercises.

Book 3—Theory of proportion; proportional lines; construction of figures; similar polygons; many numerical exercises.

Third Term—Book 4—Areas of polygons; comparison and measurement of the surfaces of rectilinear figures; transformation of figures; original work.

Book 5—Regular polygons; measurement of the circle; relation of circumference to diameter; areas of regular polygons and circles; miscellaneous exercises.

Text: Wells and Hart, *Plane Geometry.*

4. **Advanced Algebra**—Three recitations a week during the first and second terms, followed by advanced study of quadratic equations with two variables and graphic solutions; radicals and radical equations; exponents and logarithms; ratio, proportion, and variation; progressions; permutations and combinations; determinants; and theory of equations.

Text: Wells and Hart, *Second Course in Algebra.*

5. Solid Geometry will be given during the third term with daily recitations. Special attention will be given to cylinders, cones, and spheres, with numerous practical exercises requiring the computation of surfaces and volumes.

Text: Robbins, *New Solid Geometry.*

6. **Plane Trigonometry**—This subject is elective for not less than three recitation periods a week during the first and second terms of the third year in the Normal Course. During the course the following subjects will receive special attention; trigonometric functions of acute angles or of any angle; the solution of right and oblique triangles by the use of logarithms; functions of the sum or difference of two angles; trigonometric identities and equations; miscellaneous applications.

Text: Wentworth—Smith, *Plane Trigonometry and Tables.*

7. **Advanced Arithmetic**—During the second term; daily recitations. The aim here will be thorough review, written analysis, and methods of teaching.

Texts: Durrell-Robbins, *Advanced Arithmetic;* Brown-Coffman, *How to Teach Arithmetic.*

PHYSICAL EDUCATION

Miss Bayless

1. Work that will aid in the all-around development of the body is given in the first year. The elements of marching tactics, Swedish gymnastics, setting-up exercises, folk and athletic games —such as indoor baseball, basket ball, Newcomb and lawn tennis— are given.

2. Practice in teaching physical education is required throughout the year. Students are given thorough drill in the management of a gymnasium class.

3. **Playground Methods**—This course is arranged for teachers and for those desiring to specialize in physical education. It includes lecture work and actual practice in the management of playgrounds. The rules of many games are learned, and students are given practice in umpiring and refereering.

PIANO

Miss Moffitt

It is our purpose to make the study of music a leading feature. The department offers the public a thorough and extensive course in this fine art. Those desiring special musical advantages may expect conscientious work, and, with proper application on the part of the pupil, the best results.

The piano course is divided into six grades.

Grades 1 and 2. **Preparatory**—Proper position of the hand and foundations of technique; selected studies by Koehler, Martin, Crosby-Adams, Forsyth, Matthews, Schumann, Gurlitt, Czerny, Reinecke and others.

Grades 3 and 4. **Academic**—Technical work by Heller, Loeschorn, Czerny; Bach's *Little Preludes;* sonatinas, by Clement, Kuhlak, Mozart, and others; octave studies by Turner and Low.

Grades 5 and 6. **Advanced Technical Work**—Studies by Liszt, Clementi, Cramer, Czerny, études by Chopin; Kullak's *Octave Studies;* Bach's *Well-Tempered Clavichord;* Beethoven's *Sonatus Concertos.*

Selections for solo work by the best composers of the classical, romantic, and modern schools, suitable for each grade, will be given with the above studies.

Grade 4 completed satisfactorily entitles a student to a certificate.

Grade 5 completed satisfactorily entitles a student to a diploma.

Grade 6 is considered post-graduate work.

No strict course can be outlined, as the teacher must look to the development of the individual pupil. This course shows the requirement, so that its equivalent may be used if necessary.

All students should take the theoretical course, which cultivates sound musicianship. This course consists of Harmony, Theory, History (musical), and Sight-Singing.

SCIENCE

PROFESSOR HAMBY

1. **General Science**—An elementary, but thoroughly practical course, designed to awaken and develop an interest in scientific subjects and to help the student to acquire the scientific point of view. Instruction will consist of recitations, lectures, individual laboratory work, and one written review each week.

(a) The work of the first term will include among other topics a study of heat; foods and food preservation; fuels; household chemicals; yeast; and dyes.

Text: Clark, *Introduction to Science.*

(b) The work of the second term is a continuation of (a) and investigates the common metals used in the home; oils, paints, and varnishes; simple electric devices; currents; pumps, their construction and use; and other topics of general interest.

(c) The third term is given to the study of color; sound; city water supply; climate, mountains; earthquakes, volcanies, and geysers, and other natural phenomena.

2. **Biology**—An introductory course given throughout the second year of the Academic Course. This course is designed to give the student a practical and sympathetic appreciation of the structure and functions of plant life, insects, and animals, and of the interelation of these and man.

(a) The first term will be devoted to the study of functions and composition of living things; environment; flowers, fruits, and seeds—structure and function of leaf and stem, and methods of reproduction.

(b) A continuation of (a). Among the topics studied are modification of plants due to environment; protozoa and metazoa; mollusks; insects; vertebrates, and mammals.

(c) This term continues the preceding course, considering the following subjects: Man as a mammal; food, digestion, and absorption; circulation of the blood; respiration; the nervous system and sense organs.

The work of the three terms will include lectures, recitations, and laboratory investigation, together with frequent written reviews. Five recitations and two laboratory periods per week.

Text: Hunter, *Civic Biology.*

3. **Physics**—A thorough and practical course in the elements of physics. The work is designed to give the student a firm grasp of underlying principles and laws of the science, and to develop his interest by studying these principles in the light of modern discoveries and developments.

(a) The first term will study molecular physics; mechanics; motion; work; and other subjects.

(b) A continuation of (a), investigating, among other topics, sound, heat, and light.

(c) The third term will be given to the study of magnetism, electricity, electromagnetic induction, and dynamo-electric machin-

ery. Instruction will be by lectures, recitation, individual laboratory work, and written reviews. Five recitations and two hours laboratory work per week.

Text: Carhart and Chute, *First Principles of Physics.*

4. **Chemistry**—An elementary course in general chemistry. This course is intended to give the student a comprehensive grasp of the fundamental laws of chemistry, and to lay the foundation for future work.

(a) The work of the first terc will include, besides a general introduction to the science, a study of a number of the most common elements and compounds, including those of the atmosphere; the atomic theory; acids, bases, and salts; and the effects of heat, light, and electricity on chemical action.

(b) A continuation of (a). Some of the topics investigated are molecular weights; Cyanogen and the Cyanides; the hydrocarbons; the halides; and the differentiation of metals and nonmetals.

(c) The third term will be devoted to a detailed study of the common metals, and of standard methods for their separation and detection. The last month of this term will be given to a careful study of the periodic grouping of elements, spectrum analysis, and an investigation of the more common organic compounds.

The instruction will include lectures, recitations, individual laboratory work under personal direction of the instructor, and written reviews.

Five recitations and two hours laboratory work per week will be required.

Text: Newell, *Descriptive Chemistry.*

SPANISH

DEAN ROBB

1. Rudiments of grammar; rules of written accentuation; drill in pronunciation; colloquial exercises; Spanish readings; dictation.

2. Review of irregular verbs and of syntax in connection with the reading of Alarcón; *Novelas cortas;* Tamayo y Baus, *Más vale maña que fuerza;* Galdós, *Doña Perfecta;* free reproduction; dictation; easy sight reading.

3. Alarcón, *El sombrero de tres picos;* Galdós, *Electra;* Valera, *Pepita Jiménez;* Gil y Zárate, *Guzmán el bueno;* Spanish conversation based on the texts read and on assigned topics; sight reading; translation largely eliminated.

MUSIC

Violin

Miss Craig

This department is located in Bennett Hall, where an excellent studio is provided. Students, aside from instruction offered directly by the department, have opportunity for membership in the orchestra of the institution and for attendance upon the large number of recitals and concerts given during the year at the Chapel.

Voice

Mrs. Hedge

Voice Training, implying principles of breathing, voice placing, elementary vocalization, enunciation and sight reading. Inequalities of the voice (called registers) are made even by proper practice. Songs selected from the best composers, suitable for the needs of the individual pupil, are given at the teacher's judgment.

Prior to the College Year on a - 1
Freshman and Sophomore taught as
were from 1906-1907 to 1917-1918.
Only Four Years Preparatory Course
left - Normal studies were introduced
leading to a Certificate later accepted
by State of Tennessee.
Freshman & Sophomore continued May 1918
In June 1925 the Athens School became
Tennessee Wesleyan College - a separate School
with its own Board and Charter for a College
of
liberal
ts &c
conferring Degrees, but runs as a Junior College
s to June 1929, and perhaps longer - 1931.

REGISTER OF STUDENTS

Normal Course

JUNIORS

Crumley, Ethel.....Prendergast, Tenn.
Crumley, Katherine.....
.....Prendergast, Tenn.
Craig, Adelaide.....Athens, Tenn.
Centry, Olga Mae.....Athens, Tenn.
Morrison, Eva Rebecca.....
.....Etowah, Tenn.
Neil, Nannie Bell.....Athens, Tenn.
Plank, Mrs. Myrtle.....Athens, Tenn.
Rodgers, Mary Blanche.....
.....Lenoir City, Tenn.
Sliger, Anna.....Athens, Tenn.
Ware, Beulah .....Riceville, Tenn.

Academic Course

SENIOR

Cupp, Sara.....Goin, Tenn.
Cotter, Cora Lee.....Patrick, N. C.
Rayl, Gillian.....Niota, Tenn.
Stamey, Valire.....Waynesville, N. C.
Sliger, Mrs. Laura.....Athens, Tenn.

1918 - 1919

Preparatory

FOURTH YEAR

Cagle, Lola.....Epworth, Ga.
Christenbury, Eva Mae .....
.....Charlotte, N. C.
Harmon, Ruth.....Newport, Tenn.
Morris, James Zeb.....Mt. Zion, Ga.
Reaves, Georgia.....Greeneville, Tenn.
Swafford, Carrie.....Pikeville, Tenn.

THIRD YEAR

Allen, Pearl.....Matthews, N. C.
Atchley, Margaret Jewel.....
.....McDonald, Tenn.
Budd, Annabel.....Columbus, Ohio
Ely, Charles H.....Athens, Tenn.
Easley, Violet.....Burrville, Tenn.
Gilliam, Joe .....Athens, Tenn.
Hopper, Anna.....Coalmont, Tenn
Lane, Nora Jane.....
.....Sandy Mush, N. C.
McNees, Solon.....Athens, Tenn.
Sumner, Mary Ella.....Roanoke, Va
Simonds, Kathryn.....Athens, Tenn.

SECOND YEAR

Brooks, Estella.....Knoxville, Tenn.
Ball, Nora.....Honaker, Va.
Cupp, Bertha.....Goin, Tenn.
Dykes, Louise.....Coalmont, Tenn.
Dowless, Arthur T.....Clarkton, N. C.
Elrod, Ezekiel W.....Patrick, N. C.
Easley, Vida.....Burrville, Tenn.
Ely, Clio Marie.....Jonesville, Va.
Freeman, Florence....Alexander, N. C.
Grier, Worth.....Alto, Ga.
Goldston, Mona.....Oakdale, Tenn.
Gambill, James.....Athens, Tenn
Hampton, Braska.....Cisco. Ga.
Harmon, Alma.....Newport, Tenn.
Harrison, Viola.....Cleveland, Tenn.
Jessee, Roma....New Tazewell, Tenn.
Lockwood, Mabel.....Knoxville, Tenn.
Lowry, Viola.....Raynham, N. C.

McConnell, Clarice..Lenoir City, Tenn.
Risley, Mary Johnnie.....
.....Chattanooga, Tenn.
Rowe, Eula.....Athens, Tenn.
Rowe, Anna.....Athens, Tenn.
Ross, Emma.....Mint, Tenn.
Ross, Ruth.....Mint, Tenn.
Swafford, Willie Hugo.....
.....Pikeville, Tenn.
Styles, Flora.....Emma, Ga.
Williams, Zula Ruth.....Povo, Tenn.
Winkler, Beatrice.....Cleveland, Tenn.
Wilson, Mary Grayce.....
.....Blue Ridge, Ga.
Vance, Rosalie....Johnson City, Tenn.

FIRST YEAR

Armstrong, Clarence.....Atlanta, Ga.
Arnold, Burlie.....Athens, Tenn.
Arnold, Mrs. Nellie.....Athens, Tenn.
Blair, Grace.....Cleveland, Tenn.
Bogart, Verna M.....Sevierville, Tenn.
Bowers, Willa Mae..Copperhill, Tenn.
Brown, Reece Bell.....Euchee, Tenn.
Brown, Clara.....Euchee, Tenn.
Cate, Pauline.....Athens, Tenn.
Campbell, Julia.....
.....E. Chattanooga, Tenn.
Cox, Cleo.....Greeneville, Tenn.
Dew, Joseph M.....Athens, Tenn.
Dodson, Grace Lee.....Athens, Tenn.
Edgmon. Ada.....Erie, Tenn.
Edgmon, Charles.....Erie, Tenn.
Elrod, Tiney.....Patrick, N. C.
Fogleman, Henderson....Rockdell, Va.
Guthrey, Iris.....Athens, Tenn.
Hood, Eva Clare.....Kingston, Tenn.
Harmon, James E..Sweetwater, Tenn.
Hall, Bertha.....Murphy, N. C.
Hall, Jessie Lee.....Oakdale, Tenn.
Hall, Gusta.....Blue Ridge, Tenn.
Hickman, Price.....Kingsport, Tenn.
Hill, Ruby Dassa.....Maryville, Tenn.
Holt, Mamie.....Blue Ridge, Ga.
Irwin, Mary.....LaFollette, Tenn.
Johnson, Harvey.....Athens, Tenn.
King, Helen Elizabeth.....
.....Copperhill, Tenn.
Kirkland, Lucile....Sweetwater, Tenn.
Lockwood, Lillian.....Knoxville, Tenn.
Lyon, Katherine.....Ironton, Ohio
Lynch, Nelle.....Dandridge, Tenn.
Lillard, Montie.....Izeley, Tenn.
McKinney, Howard..Copperhill, Tenn.
McGhee, Nola Mae....Maryville, Tenn.
Maples, Myrtle.....Lenoir City, Tenn.
Martin, LeRoy.....Athens, Tenn.
Patterson, Zelma.....Knoxville, Tenn.
Patton, Imogene.....Litton, Tenn.
Pickel, Earl.....Eagan, Tenn.
Pollard, Ruth.....Oakdale, Tenn.
Queen, Gertrude Elizabeth .....
.....Copperhill, Tenn.
Reed, Elizabeth.....Athens, Tenn.
Rayl, Hortense.....Athens, Tenn.
Skelton, Stella Mae....Riceville, Tenn.
Swafford, Eliza.....Pikeville, Tenn.
Sapp, Winnie Adaa.....Cullman, Ala.
Sandusky, Jacob C.....
.....Lawrenceburg, Tenn
Smalley, Edythe.....Kingston, Tenn.
Shubert, Nelle.....Chamberlain, Tenn.
Smith, Stella Pearl.....
.....Greeneville, Tenn.
Underwood, Alma Rose.....
.....Signal Mountain, Tenn.
Wilkinson, William D...Pulaski, Tenn.
Willard, Melvin.....Maryville, Tenn.
Willard, Martin.....Maryville, Tenn.
Whitney, Madeline.....Oneonta, N. Y.
Wexler, Georgia....Piney Flats, Tenn.
Woodfin, Edgar.....Blantyre, N. C.
Zeigler, Nellie.....Giles, W. Va.
Zeigler, Carlisle.....Giles, W. Va.

Sub-Preparatory

Bryson, Lola.....Niota, Tenn.
Brown, Claud..e.....Kingston, Tenn.
Billings, William.....Kingston, Tenn.
Frazier, Nellie Mae.....
.....Chattanooga, Tenn.
Hickman, Margaret Bell.....
.....Lenoir City, Tenn.
Hickey, Nettie.....Suit, N. C.
Irwin, Daisy.....LaFollette, Tenn.
Johnson, Mrs. Vera.....Athens, Tenn.
Lankford, Lora.....Decatur, Tenn.
Lane, Eugene.....Odessa, N. C.
McNees, Bessie Mae...Mosheim, Tenn.
Mullinex, Estha.....Ramhurst, Ga.
Murphy, Clara.....Waco, Ga.
Norton, Ethel.....Pinhook, Tenn.
Wilkinson, Mrs. Maud.....
.....Pulaski, Tenn.
Williamson Rastus....Hiwassee, N. C.

Irregular

Adams, Bertie.....Decatur, Tenn.
Baker, Lucy.....LaFollette, Tenn.
Budd, Gertrude.....Columbus, Ohio
Dodson, Helen.....Athens, Tenn.
Earnest, Esther.....Bowdon Jct., Ga.
Edgemon, Iva.....Athens, Tenn.
Gilbert, Georgia.....Athens, Tenn.
Heatherly, Ada.....LaFollette, Tenn.
Irwin, Nora.....LaFollette, Tenn.
Johnson, Myrtice.....Bowdon, Ga.
League, Sallie.....LaFollette, Tenn.
Lowry, Stella Mae....Raynham, N. C.
Miller, Cora.....LaFollette, Tenn.
Smith, Maude.....Athens, Tenn.
Stokes, Beatrice.....LaFollette, Tenn.
Wilson, Freda Madge....Athens, Tenn.
Whitfield, Anita....Chattanooga, Tenn.

Piano

Bayless, Joy
Blair, Grace
Bogart, Verna
Childress, Mary Neal
Cupp, Bertha
Earnest, Esther
Edgmon, Ada
Farrell, Frances
Farrell, Jeanette
Hampton, Braska
Harmon, Ruth
Hoback, Mrs. J. E
Hood, Eva Clare
Irwin, Daisy
Johnson, Myrtice
King, Helen
Kirkland, Lucile
Lasater, Maggie
Lockmiller, Dorothy
Long, Ruth Mae
Maples, Myrtle
Morris, Clara
Murphy, Clara
Patton, Imogene
Pollard, Ruth
Reaves, Georgia
Robb, Hester
Rodgers, Blanche
Ross, Emma
Ross, Ruth
Rowan, Katherine
Rowan, Margaret
Rowe, Eula
Russell, Lynn
Simonds, Dorothy
Simonds, Kathryn
Sherman, Tola
Smalley, Edythe
Smith, Maude
Styles, Flora
Swafford, Eliza
Swafford, Willie
Taylor, Stella Mae
Ware, Beulah
Watson, Nona
Wilkinson, Mrs. W. D.
Willson, Julia
Woolsey, Blanche
Zeigler, Carlisle
Zeigler, Nellie

Domestic Science

FIRST YEAR

Budd, Annabel
Bogart, Verna
Campbell, Julia
Cate, Pauline
Guthrey, Iris
Lane, Nora
Lockwood, Lillian
Lowry, Viola
Pollard, Ruth
Skelton, Stella Mae
Stamey, Valire
Winkler, Beatrice

SECOND YEAR

Easley, Vida
Harmon, Ruth
Hopper, Anna
Johnson, Myrtice
King, Helen
Lane, Nora
Morrison, Eva

THIRD YEAR

Easley, Vida
Easley, Violet
Harmon, Ruth
Hutsell, Abbie
Hutsell, Themis
Hopper, Anna
Johnson, Myrtice
Lane, Nora

Domestic Art

FIRST YEAR

Arnold, Mrs. Nellie
Budd, Annabel
Blair, Grace
Bowers, Willa Mae
Cate, Pauline
Dodson, Grace
Edgmon, Ada
Ely, Clio
Frazier, Nellie Mae
Gambill, Mrs. James
King, Helen
Lockwood, Mabel
Lowry, Viola
Patton, Imogene
Ross, Ruth
Ross, Emma
Shubert, Nelle
Swafford, Eliza
Skelton, Stella Mae
Sumner, Mary
Styles, Flora
Underwood, Alma Rose
Zeigler, Carlisle
Zeigler, Nellie

SECOND YEAR

Allen, Pearl
Easley, Vida
Harmon, Ruth
Harmon, Alma
Hopper, Alma
Johnson, Myrtice
Lane, Nora
Lowry, Stella Mae

SPECIAL

Brown, Reece Bell
Brown, Clara
Brooks, Estella
Bryson, Lola
Ball, Nora
Campbell, Julia
Cox, Cleo
Christenbury, Elva
Dykes, Louise
Easley, Violet
Elrod, Tiney
Earnest, Esther
Irwin, Daisy
Freeman, Florence
Guthrey, Iris
Hood, Eva Clare
Hall, Jessie Lee
Hickman, Margaret Bell
Hill, Ruby Dassa
Johnson, Mrs. Vera
Lockwood, Lillian
McGhee, Nola Mae
McNees, Mrs. Mae
McNees, Bessie Mae
Mullinex, Estha
Rayl, Hortense
Rowe, Eula
Roark, Dassa
Smalley, Edythe
Smith, Stella Pearl
Sapp, Winnie Ada
Winkler, Beatrice
Wilkinson, Mrs. W. D.
Williams, Zula Ruth
Wexler, Georgia

Commercial

Armstrong, Clarence
Bowers, Willa Mae
Easley, Vida
Easley, Violet
Edgemon, Iva
Fogleman, Henderson
Gilbert, Georgia
Harmon, James
Hall, Gusta
Holt, Mamie
Lowry, Stella Mae
McKinney, Howard
Rayl, Gillian
Torbett, Rossie
Wilson, Freda
Woodfin, Edgar

Violin

Craig, Ronald
Craig, Elizabeth
Hedge, Constance
Johnson, Myrtice
Leath, Elizabeth
Rowan, Margaret
Sherman, Tola
Wexler, Georgia
Woolsey, Blanche

Voice

Arnold, Burlie
Earnest, Esther
Gambill, James
Queen, Gertrude
Sandusky, Jacob
Smalley, Edythe
Wilkinson, W. D.
Woolsey, Blanche
Zeigler, Nellie

SUMMARY

Normal Course—	
Juniors	10
Academic Course—	
Seniors	5
Preparatory—	
Fourth Year	6
Third Year	11
Second Year	30
First Year	61
Sub-Preparatory	16
Irregular	17
Music—	
Piano	50
Voice	9
Violin	9
Home Economics—	
Domestic Science	27
Domestic Art	67
Commercial	16
Total	334
Counted more than once	154
Total Net Enrollment, The Athens School	180
Total Enrollment, The College	174
Year 1918-1919 Grand Total	354

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FORM OF BEQUEST

I give and bequeath to the University of Chattanooga at Chattanooga and Athens, Tennessee, the sum of .....Dollars, for the general purposes of the institution, according to the Acts of the Assembly incorporating the same.

Bequest of Money—Will

I give and bequeath to the "Trustees of University of Chattanooga," a corporation organized under the laws of Tennessee, and located at Chattanooga and Athens, Tennessee, the sum of---------- and the receipt of the Treasurer of said corporation shall be a sufficient discharge of my executors for the same.

Devise of Land

I give and devise to the "Trustees of University of Chattanooga," a corporation organized under the laws of Tennessee, and located at Chattanooga and Athens, Tennessee, in fee simple, the following lands and premises, described as follows:----------
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to have and hold the same with the appurtenances thereto, for the purpose of said corporation.

Residue of an Estate

I hereby give, devise and bequeath to the "Trustees of University of Chattanooga," a corporation organized under the laws of Tennessee, and located at Chattanooga and Athens, Tennessee, all of the rest, residue and remainder of my estate—real, personal and mixed—of which I shall die seized or possessed, for the purpose of said corporation.

Bequest of Money or Land as a Codicil

I, ---------- do hereby make this as a codicil to my last Will and Testament, which bears the date of---------- that is to say:

I give and bequeath (of land, I give and devise) to the "Trustees of University of Chattanooga," a corporation organized under the laws of Tennessee, and located at Chattanooga and Athens, Tennessee, the sum of
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(if it be real estate describe it) and the receipt of the Treasurer of said corporation shall be a sufficient discharge to my executors for the same. I hereby ratify and confirm my said Will, except as hereby modified and altered.

Form of Attesting

The foregoing instrument of writing was on this----------day of----------A. D. 19----signed, sealed, published and declared by said----------, as and for his last Will and Testament, in our presence, and we have, at his request, in his presence, and in the presence of each other, subscribed our names as witnesses thereto.

(Signed)----------

(Signed)----------